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ABSTRACT

Objectives of the project were (1) to call the attention of secondary and postsecondary faculties to the opportunities in vocational programs for gifted and talented students to work toward their career goals, (2) to assist guidance counselors to recognize opportunities for the gifted and talented in vocational programs, (3) to encourage school administrators to make specific plans for recruiting and enrolling the gifted and talented in appropriate vocational programs, (4) to develop a resource guide for vocational teachers to use in individualizing programs and courses to provide for the unique interests and abilities of gifted and talented students, and (5) to prepare a manual for guidance counselors which will include recommendations for counseling gifted and talented students about vocational education programs and their usefulness in career planning. A major project component was to conduct five conferences during which teams from each of the fifty states and territories would develop a plan of action for implementing the inclusion of the gifted and talented in a local and area vocational program within their respective states. Conclusions of a third-party evaluation based on examination of objectives and their achievement included the following: Awareness of the theme and its implications to the total field of education was presented and well received across the nation, and it is safe to presume that an impact has been made as a result of the dissemination of curricular materials. Appended to the report is the 140-page product of the five conferences, the fifty state plans of action for vocational preparation of gifted and talented students. (The teacher resource guide, counselor manual, and brochure developed during the project are available separately.) (JT)

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FINAL TECHNICAL REPORT
Contract No. 300760306

Development of Curricula for Vocational Preparation of the Gifted and Talented Students in Secondary and Post-Secondary Education

Submitted by the
School of Education
at the
University of South Dakota
Vermillion
June 1977

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INTRODUCTION

The following report represents the culminating deliverable of a project entitled, "Development of Curricula for Vocational Preparation of the Gifted and Talented Students in Secondary and Post-Secondary Education." Its contract was awarded to The University of South Dakota's School of Education for fiscal year 1976-77.

In keeping with the guidelines set forth by the Occupational and Adult Education Division DHEW/Office of Education, the final report will review the purposes, tasks and outcomes of the funded contract. Hopefully, the report has been written in a narrative style for ease of reading and in an interesting format. Subjective statements and value judgments have been set forth by the project staff and represent their perceptions of the program attempted.

The project staff and the School of Education at The University of South Dakota wish to express appreciation to the U.S. Office of Education for the opportunity to attempt this contract. In particular a special note of appreciation is extended to Ms. Frances Hamilton, the project officer, who worked closely with the staff and provided encouragement and support all along the way. Dr. Dorothy Sisk, Director of the Office of Gifted Education and the project monitor also deserves a note of thanks for her contributions to the success of the project.

As will be evident in the reading of the report, many people have contributed their time, energies and expertise to the various aspects of the total project. A collective effort on the part of all has produced what we feel has been an exciting and truly worthwhile contribution to education in our nation.

Respectfully submitted,

Dr. Bruce G. Milne, Project Director
Ms. Karen Lindekugel, Project Coordinator
Dr. Corinne Milburn, Project Writer
Dr. Thomas Stone, Vocational Education Coordinator

June 1977

PURPOSES

In translating the contract and its proposed theme into a reality the federal guidelines set forth a series of five major purposes or objectives which the project was to achieve:

1. To call attention to secondary and post-secondary faculties to the opportunities in vocational programs for the gifted and talented students to work toward their career goals,
2. To assist guidance counselors to recognize opportunities for the gifted and talented in vocational programs,
3. To encourage school administrators to make specific plans for recruiting and enrolling the gifted and talented in appropriate vocational programs,
4. To develop a resource guide for vocational teachers to use in individualizing programs and courses to provide for the unique interests and abilities of gifted and talented students, and
5. To prepare a manual for guidance counselors which will include recommendations for counseling gifted and talented students about vocational education programs and their usefulness in career planning.

A major component of the project was to conduct five conferences during which teams from each of the fifty states and territories would be assembled to develop a plan of action for implementing the inclusion of the gifted and talented in local and area vocational programs within their respective states.

TASKS

In order to fulfill the purposes or objectives a series of six major tasks were set forth to be completed by the contractor:

Task 1. Review recent literature - in educational journals related to gifted and talented students to determine:

1. Their educational needs and interests
2. The present status of services to students in vocational education courses
3. Their placement history after completing secondary and post-secondary schools
4. Changes in their career aspirations occurring following completion of vocational preparation programs
5. The influences of their experiences in vocational education on decisions to work toward advanced occupations in other fields and/or to go on to related higher education.

Task 2. Prepare slide/cassette/production and accompanying brochure

1. In relationship to the findings from

   -Review of literature

   -Consultation with state and local vocational personnel

   -Directors of gifted and talented programs

   -Guidance and counseling personnel

2. This production is to be used to orient vocational educators, directors of gifted and talented, guidance/counseling personnel with the purposes of the project

3. Specifications:

   -Production of 20 minutes

   -120-140 slides and sequenced cassette

   -50% graphics art and 50% live photography

   -Script, dual track audible and inaudible signals

   -Produce 90 complete sets of slide/tape presentation

4. Produce 1500 copies of accompanying brochure

Task 3. Organize and conduct five conferences

1. Located within the boundaries of two adjoining DHEW regions
2. Select site for conference
3. Select from nominees five team members from each of the 50 states and territories
4. Make all arrangements for conferences including participant and consultant travel and accomodations
5. Conferences will develop a plan of action for implementing the inclusion of the gifted and talented in local and area vocational programs within their respective states
6. Produce copies of all state plans.

Task 4. Prepare an operational and planning instrument

1. A planning matrix for the teams to develop their state plans
2. Establish objectives and time lines for states to implement their plan
3. Collect and compile final copies of all state plans
4. Produce 75 copies of final document.

Task 5. Prepare a vocational teacher's resource guide. The guide shall include:

1. Information concerning the characteristics of gifted and talented
2. A display of the 15 occupational clusters with occupations identified in each cluster which offer opportunities for potentially satisfying jobs for gifted and talented
3. Describe examples of five selected vocational programs in which gifted and talented students are currently enrolled in grades 11-14
4. Suggest processes for developing programs
5. Give case studies of gifted and talented students who have been counseled, entered and completed vocational courses
6. Prepare an annotated bibliography on vocational education, vocational counseling and working with the gifted and talented student.

Task 6. Prepare a manual for guidance counselors to include:

1. What vocational education can contribute to the unique needs, interests and objectives of the gifted and talented student

2. Display the 15 occupational clusters and opportunities for gifted and talented students

3. Activities counselors may use with school faculty to assist them in encouraging gifted and talented students to explore opportunities in vocational programs

4. Use computers, tests and techniques utilized by public and private employment services, business and industry for identifying and matching gifted and talented students and appropriate occupations

5. Recommend the use of specialized mentors for gifted and talented student.

Each task was completed and the deliverables disseminated according to the guidelines. A brief outline of the procedures for completing each task is presented in sequence.

Review of Literature

The Project Director and the Project Coordinator, Ms. Karen Lindekugel, set forth the basic format for conducting the literature review. This called for working with three secondary coordinators:

1. Literature on the gifted and talented, Dr. J. Donald Monroe, Special Education, U.S.D.

2. Literature on vocational education, Dr. Thomas Stone, Vocational Education, U.S.D./Springfield.

3. Literature on guidance/counseling, Dr. Joan England and Dr. Orla Christensen, Guidance and Counseling, U.S.D.

Gifted and Talented Education was reviewed in light of the two categories of guidance of the gifted and vocational preparation for the gifted. Little or no information on vocational preparation was available, as such, the most relative materials available came from a review of literature on Career Education and the Gifted. An ERIC Document Search was conducted utilizing the basic descriptors of Gifted Education, Vocational Education and Career Education. Similarly a METRO retrival was made for research studies related to the topics.

Mrs. Thelma Epley of Los Angeles, a nationally recognized authority on materials and resources for gifted education, was used as a resource consultant for the literature search and her assistance was extremely beneficial. Mrs. Patsy Easton, Gifted Education, Vermillion Schools, was hired to take the materials acquired and place these into assigned categories and to develop a basic bibliography.

As part of the literature search, nine nationally recognized authorities in working with the gifted and talented were contacted. Each was asked to respond to a series of basic questions relative to the project and to submit bibliographic or reference materials for use in developing the curricular materials. These persons were:

Dr. Ruth Martinson, Long Beach State College, California, Identification of the Gifted

Dr. Joseph Renzulli, University of Connecticut, Connecticut, Identification and Programming of the Gifted

Dr. James Gallagher, University of South Carolina, Teaching of the Gifted

Dr. Marvin Gold, University of Alabama, Programming of the Gifted

Dr. Clifford Stallings, United States International University, San Diego, California, Programming for the Gifted

Dr. James Olivers, Director, Nueva Day School and Learning Center for Disadvantaged and Gifted, San Francisco, California, Programming for the Gifted

Dr. William G. Vassar, Consultant for Gifted and Talented Programs, State Department of Connecticut, Connecticut, General Programming

Ms. Diane Porter-Dudley, Consultant for Gifted and Talented Programs, State Department of Nebraska, Lincoln, Nebraska, General Programming

Dr. James Elsbury, Director, Elsbury Service Association, New York City, New York, General Programming

The most valuable input from these consultants was gained from their responses on how to identify and work with the older gifted youth. Much of the current literature has been directed toward early identification and grade school programming. Secondary and post-secondary data are not readily available, however, those persons directly involved with working with the gifted appear to have good insight into the needs and possible direction to take.

Other consultant services used were those provided by Mr. Irvin Sato and Dr. David Jackson, co-directors of the National/State Leadership Training Institute for the Gifted and the Talented. Their input and that of their staff members was valuable at several junctures in the total project, particularly in gaining the speaker/consultant expertise for the conferences.

Vocational education literature is abundant concerning existing programs and the various training courses available. No specific material on working with gifted education was found, but there were a number of reports and programs which have high caliber training that would challenge the gifted. Dr. Stone and his associate Mr. Richard Johnson screened the materials available through the document searches and compiled a working bibliography.

Consultant services were utilized in developing the literature search and bibliographic references. Dr. Carl Schaefer, Rutgers University; Dr. Raymond

J. Needham, President, Linn-Benton Community College, Albany, Oregon; Dr. Joseph Nerdon, Professor of Vocational Education at North Carolina State University and Dr. Addison Hobbs, State Director of Vocational Education, Lansing Michigan, were valuable in development of background information on vocational education.

A great deal of assistance was gained from the ten Assistant Regional Commissioners for Occupational and Adult Education. They and their staff members contributed library material, regional documentations, and information on specific programs in their regions. Without this cooperation it would have been a much more difficult task to gain program data. Specific reference should be made to Mr. LeRoy Swenson, Mr. John Lacey and Mr. Vern Bak of the Region VIII Office in Denver. Their assistance early in the project was very helpful.

Guidance/Counseling literature dealing with career and occupational counseling is abundant but relatively few documents deal with the gifted students. Those persons who made significant contributions to the literature review were:

Mr. Donald Severson, Director of Counseling and Guidance Services, Wisconsin State Department and former president of the American School Counselor Association (ASCA)

Dr. Norman Gysbers, Professor of Education, University of Missouri, President of the American Personnel and Guidance Association (APGA)

Mr. David Pritchard, Director of Guidance and Counseling, U.S. Office of Education, Washington, D.C.

Dr. Lorraine "Sunny" Hanson, Professor, Department of Psychoeducational Studies, University of Minnesota

Ms. Thelma Lennon, Director of Pupil Personnel Services, State Department of North Carolina, Raleigh

As is true of most major projects, there is an endless list of colleagues, friends, and associates who contribute to gaining just the right piece of information when needed. Tying together the threads of gifted, vocational and counselor education was a mammouth task. It was done with the assistance of many. Once the materials were available, the cutting and pasting process began which yielded the three major documents of the project: the slide/tape presentation, Vocational Teachers Resource Guide and the Guidance Counselor Manual.

Slide/Tape Presentation and Brochure

The specifications were comprehensive for both the content and graphics in the slide/tape presentation. Ms. Karen Lindekugel, Project Coordinator, assumed the major role in this as well as all graphic productions. Working with her was Dr. Wayne Bruning and Dr. Del Colwell both instructors in educational media.

All graphics used in the slide/tape were produced at The University of South Dakota, however, major reproduction of the slides and acquisition of supplies were bid and contracted according to state requirements.

An extensive search for appropriate slides was conducted through the regional offices and exemplary programs within each region. A basic set of slides was acquired through the American Vocational Association. Mrs. Betty Womack of San Diego did a preliminary screening of the library of slides as they applied to the established criteria. Other slides were acquired through the military, commercial and public service organizations. In all, approximately 5,000 slides were screened to select the 80 used in the final production. The remaining 75 slides were based on graphics developed by Ms. Lindekugel and local photographers.

The tape presentation was developed from a script written by the project director, Dr. Milne, and was narrated by Mr. Robert Hill, a regional newscaster. Cutting and splicing was done through the Educational Media Center at The University of South Dakota.

When complete the entire slide/tape presentation was assembled under a subcontract to the Student Council for Exceptional Students as a fund raising activity at USD. This group mounted the more than 15,000 slides and assembled the tapes, carousel and script into an attractive packet of materials.

A Brochure to accompany the slide/tape presentation was developed according to the contract specifications. Its substance highlights the major concepts and structure of the audio-visual format. Pictures and graphics used in the production are also featured in the brochure. Although each can stand alone, they do enhance each other as curricular material on vocational education, gifted education and the role of the guidance counselor in aiding the gifted student plan a life satisfying career utilizing vocational preparation.

Vocational Teacher's Resource Guide

The Guide is a 76-page composed copy production featuring an overview of vocational education and how it could enhance the occupational development of gifted youth. As is true of all the presentations, the fifteen occupational clusters set forth by the U.S. Office of Education are incorporated into the text. Specific reference to programs which could attract and hold the interests of gifted students are cited.

A major contribution in the Guide is that of suggesting alternative formats for curriculum and instruction for the gifted. In keeping with the need for differentiating the instructional program for these students, suggested extensions of vocational education's individualized teaching mode were put forth. Other alternative models such as enrichment techniques are developed.

Case studies of students who exhibited outstanding potential and took part in vocational preparation programs are presented. Each story is somewhat different in the time in the student's life-occupation when this training occurred. Although not specifically identified as gifted and talented students, the cases all are based on actual high achievers in earlier academic programs.

Listing of professional organizations for further references and an annotated bibliography have been incorporated into the Guide. The book is three-hole punched and printed in such a manner that it can be reproduced easily. All graphics lend themselves to clear photocopies, offset copy, or transparencies.

Guidance Counselors Manual

Following a similar format to that of the Vocational Teacher's Resource Guide, the Manual also treats the fifteen occupational clusters. Suggestions for the counselor are enhanced with a rather extensive section on identification and screening techniques for the gifted and talented student.

If there is an original contribution to the literature on gifted education, it may well be the re-allocation of checklist characteristics of gifted students into clusters such as academic, work pattern, physical/emotional, and aesthetic/affective characteristics. With each of the checklists is a listing of watchwords and cues to the counselor and other educators as they work with the gifted and talented youth.

The basic design of the guidance/counselor document emphasizes the need for the gifted and talented student to be given viable alternatives in vocational/occupational training in pursuit of his/her life-satisfying career.

Five Conferences

Boston: The first of a series of Bi-Regional Conferences on the Vocational Preparation of Gifted and Talented Students in Secondary and Post-Secondary Education was held at the Logan Hilton Hotel in Boston, Massachusetts, January 10, 11 and 12, 1977.

The University of South Dakota staff, after several cancellations and considerable delay, landed in the worst blizzard of the past seventy years.

In spite of the weather, teams representing the states of Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island and Vermont arrived and worked diligently for three days.

An impressive array of speakers, consultants and materials had been assembled and the participants were exposed to various types of information designed to stimulate, enhance and even provoke.

The keynote address was given by Dr. James M. Howell, Senior Vice-President of the First National Bank of Boston. Dr. Byrl R. Shoemaker, Director of Vocational Education for the state of Ohio, discussed the State of the Art in Vocational Education.

"Gifted Education--A Process of Becoming" was the topic of Dr. Mary Frasier, Assistant Professor of Educational Psychology, University of Georgia, Mr. Donald Severson, Past President of American School Counselor Association, discussed the role of the guidance counselor in relation to gifted and talented students.

Ms. Francis Hamilton, Project Program Officer, presided at the Tuesday noon luncheon and introduced Ms. Mary Louise Hanson, who spoke on "Opportunities for Outstanding Females Through Vocational Education."

Dr. Dorothy Sisk shared her ideas in "The Vocational Perspective on Gifted and Talented Education."

Dr. Charles O'Connor, Assistant Regional Commissioner, Region II; Mr. Donn Billings, Senior Program Officer, Region II; Mr. Walter C. Verney, Acting Assistant Regional Commissioner, Region I and Mr. Matthew Cardoza, Senior Program Officer, Region I worked with the teams by state and by region and assisted the USD staff and consultants in working with the teams in the development of the state plans.

A panel composed of Drs. Mary Frasier, Charles O'Connor, Byrl Shoemaker and Messrs. Don Severson and Walter Verney discussed problems and advantages of vocational preparation of the gifted.

Two serendipity sessions were provided for participant input and to answer concerns and questions of the teams.

The highly qualified state teams were well balanced with representatives from the three major disciplines and from both state and local levels; however, women were in the minority.

The conference closed with a presentation of "The Future of Vocational Education of Gifted and Talented" by Dr. Bruce G. Milne, Project Director.

Chicago: The second VE/GT Conference was held at the Conrad Hilton Hotel in Chicago, Illinois, January 31, February 1 and 2, 1977.

Cold, frigid winds and another snow storm coincided with opening day, but again the faithful braved the storm. Teams from Delaware, District of Columbia, Indiana, Illinois, Maryland, Michigan, Minnesota, Ohio, Pennsylvania and Wisconsin were in attendance.

Specially prepared materials were utilized and speakers and consultants were assembled from across the nation to familiarize participants with the opportunities available for gifted and talented students through vocational education.

The keynote address was delivered by Alderman Roman Pucinski of Chicago, Illinois, who is a former congressman and an advocate of vocational education. Dr. Carl Schaefer, Professor of Education, Department of Vocational Technical Education, Rutgers--The State University, presented "Vocational Education--An Expanding Concept."

Dr. Kay Bruch, Associate Professor, University of Georgia, addressed the needs of educating the gifted and talented.

"Guidance and Counseling--An Unfolding Process" was the topic of Dr. Eldon Ruff's presentation. Dr. Ruff is a Professor of Education in the Department of Counselor Education and Psychological Foundation, Indiana University, at South Bend.

The Tuesday noon luncheon speaker was Dr. Kathryn Clarenback, Associate Professor, Political Science, University of Wisconsin Extension. She spoke on the role of women in vocational education.

The National Perspective on Gifted and Talented Education was aptly handled by Dr. David M. Jackson, Executive Director, National State Leadership Training Institute (NSLTI).

Assistant Regional Commissioner, Region V, William Lewis and Program Manager for Gifted and Talented, Region V, Richard H. Naber, worked with the teams on the state and regional needs assessment as well as the development of the state plans.

Messrs. Lewis and Naber, along with Drs. Kay Bruch, David Jackson, Eldon Ruff and Carl Schaeffer participated in a panel discussion on problems and advantages of vocational preparation of the gifted.

Scheduling included time for participation interaction following the panel discussion.

Again, the state teams representing the three major disciplines were very well qualified. A few more women were present at this conference and possibly more representatives from the State Departments of Education.

Dr. Bruce Milne, Project Director, closed the conference by sharing some personal concerns and dreams for the future of vocational education for the gifted and talented.

Atlanta: The largest of the five conferences was held at the Atlanta American Motor Hotel, Atlanta, Georgia, February 23, 24 and 25, 1977; and the weather was great.

Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, New Mexico, North Carolina, Oklahoma, Tennessee and Texas were in attendance as well as Virginia and West Virginia, both of which were unable to attend the Chicago conference.

Teams were well balanced as to state and local representation and as to disciplines. Women comprises approximately two-fifths of the total attendance, and Louisiana was distinctive in that its state team was totally female--three women.

Dr. Felix C. Robb, Dean of the Southern Association of Colleges and Schools, opened the conference with "The Need for Providing Gifted and Talented Students With Vocational Preparation." Dr. Joseph T. Nerden, Professor Emeritus, Department of Industrial and Technical Education, North Carolina State University, addressed the subject of vocational education for the gifted and talented.

Drs. Kay Bruch and Mary Frasier, both previous conference consultants, teamed for the presentation on Educating the Gifted and Talented. Special needs in guidance and counseling were discussed by Dr. Eugene Bottoms, Director of Program and Staff Development, Georgia State Department of Education.

The noon luncheon, which was on Thursday at this conference, was presided over by Ms. Ellen Lyles, Program Officer, Officer of Education, Region IV. Ms. Virginia Allan, Deputy Assistant Secretary of State for Public Affairs, U.S. Department of State, Washington, D.C., shared her thoughts on, and experiences with, females in vocational educational.

"The National Perspective on Gifted and Talented Education was presented by Dr. David M. Jackson, a previous conference consultant. A panel composed of Drs. Mary Frasier, Charles Hopkins, Coordinator of Planning, Oklahoma State Department of Vocational and Technical Education and a member of the Oklahoma State Team; Corinne Milburn, USD staff and Ms. Nancy Ellen Lyles reacted to questions from the audience.

Mr. Donald Snodgrass, Assistant Regional Commissioner, Region IV, and Ms. Mary Ellen Lyles assisted state teams from Region IV on assessment of needs by region and state and also with the development of the state plans.

The conference was closed with comments from Dr. Bruce G. Milne, Project Director.

Denver: The fourth VE/GT Conference was held at the Denver Hilton in Denver, Colorado, March 7, 8 and 9, 1977. The USD staff felt right at home with their colleagues from South Dakota and the other neighboring mid-western states.

Teams from the states of Colorado, Iowa, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah and Wyoming spent a busy but pleasant three days in the mile high city. Teams were well balanced, but predominately male.

An assembly of reknown speakers and consultants interacted with participants throughout the conference. Mr. Herrick S. Roth, Director, Program Development LEGIS 50/The Center Legislative, Improvement, Denver, Colorado, keynoted with "The Need for Providing Gifted and Talented Students With Vocational Preparation." Dr. Francis T. Tuttle, Director, Oklahoma State Department of Vocational and Technical Education discussed the State of Arts in Vocational Education. Dr. Joseph S. Renzulli, Professor of Educational Psychology, University of Connecticut explored the techniques of identifying and educating the gifted and talented. Dr. John C. Gowan, Executive Director, National Association for Gifted Children shared experiences and gave numerous suggestions on counseling gifted and talented students.

The Tuesday noon luncheon was presided over by Ms. Fran Beach, Policy Fellow, Gifted and Talented Education, Region VIII. Luncheon speaker was Sandra K. Carruthers, Director of Better Jobs for Women, Denver, Colorado. Her topic was "Bread, Roses and Hard Hat" and she cited some of the difficulties encountered by women in a "man's" field.

Mr. James A. Curry, Coordinator, NSLTI, dealt with "The National Perspective on Gifted and Talented Education."

Input and an opportunity for additional participant interaction was provided by a panel composed of Drs. John C. Gowan, Edward B. Larsh, Branch Chief, Special Projects for the USOE - Region VIII, Joseph S. Renzulli and Francis T. Tuttle.

Assistant Regional Commissioner, Region VIII, LeRoy Swenson assisted states from Region VIII in their needs assessment and in formulating state plans.

Closing remarks were made by Project Director, Dr. Bruce G. Milne.

San Francisco: The Bi-Regional conferences on the Vocational Preparation of Gifted and Talented Students in Secondary and Post-Secondary Education concluded at the Towne House Hotel in San Francisco, California, March 28, 29 and 30, 1977.

Team members from Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, Washington and Guam as well as the USD staff all left a bit of their hearts in beautiful San Francisco.

Although women were again in the minority among the highly qualified teams, the keynote speaker, was Ms. Carolyn Morris, Sales Manager, General Systems Division, Hewlet-Packard Electronics Corporation, Santa Clara, California.

"Vocational Education--An Expanding Concept" was handled by Dr. Arthur M. Lee, Senior Partner, Baseline Associates, Phoenix, Arizona.

Dr. Calvin Taylor, Professor of Psychology, University of Utah, discussed methods and techniques of gifted education.

"Guidance and Counseling--An Unfolding Process" was the topic of Ms. Thelma C. Lennon, Director, Division of Public Personnel Services, North Carolina Department of Public Instruction.

Ms. Mary Ann Clark Faris, Program Officer, Equal Educational Oppportunity Program, Region IX, presided at the noon luncheon. The luncheon speaker, Ms. Madeline Mixer, Assistant Regional Administrator's Women's Bureau, U.S. Department of Labor, San Francisco, spoke on "Opportunities for Outstanding Females Through Vocational Education."

Mr. James Curry, former conference consultant discussed, "The National Perspective on Gifted and Talented Education."

Mr. C. Kent Bennion, Director, Occupational and Adult Education, Region IX, Mr. Sam Kerr, Assistant Regional Commissioner, Region X and Ms. Mary Ann CLark Faris worked closely with states from their respective regions on needs assessment and state plans.

Dr. Charles O. Hopkins, who participated in the Atlanta conference panel assisted Drs. Mary Frasier, former conference consultant, Arthur M. Lee, Clavin W. Taylor, Mrs. Thelma C. Lennon, Messrs, C. Kent Bennion and Sam Kerr in responding to audience questions. The panel provided a good opportunity for interaction.

The conference closed with appropriate remarks by Project Director, Dr. Bruce G. Milne.

Puerto Rico: Puerto Rico's team was unable to attend the Boston Conference, so on February 17, 1977 the USD staff with Dr. Charles O'Connor, Assistant Regional Commissioner, Region II, met with personnel from Vocational Education, Guidance and Counseling and Gifted and Talented Education in San Juan, Puerto Rico.

Regular conference materials were utilized and both the Guidance and Counseling Manual and the Vocational Educator's Resource Guide were reviewed in detail.

Dr. Charles O'Connor discussed the State of the Arts in Vocational Education. Dr. Bruce G. Milne, Project Director, emphasized the need to include the gifted and talented in vocational education. He also pointed out some of the problems which one would likely encounter.

Dr. Corinne M. Milburn, Project Writer, explored the special needs of the gifted and talented in the area of counseling and guidance.

Following a brief question and answer session, Drs. Milne and O'Connor explained in detail the state plan matrix, and Dr. O'Connor agreed to serve as consultant as needed.

Concluding remarks were made by Dr. Milne.

Virgin Islands: The team from the Virgin Islands were not able to attend the Boston Conference either, so on February 18, 1977 the USD staff and Dr. Charles O'Connor traveled to beautiful St. Thomas, Virgin Islands to meet with Mr. Wilburn Smith, Director of Vocational Education and some of his staff.

Conference materials were reviewed and an informal question and answer session was held with Drs. Milne and O'Connor adding input as needed.

The state plan matrix was explained and Dr. O'Connor agreed to act as consultant as needed.

Planning Instrument

The development of a state plan of action for implementing the vocational preparation of gifted and talented students in the state's secondary and post-secondary schools was seen to be the end product of the conferences. To enhance the developing of this plan an operational planning instrument was designed.

The planning instrument stressed two major planning phases: Phase I consisted of those activities which were to take place at the conference itself and Phase II was the "back home" refining and clearance of the state plan. Each planning activity was to allocate a milestone for accomplishment.

Based on the National/State Leadership Training Institute for the Gifted and the Talented model, the planning guide presented a sample Phase I and Phase II model.

Each state team participant received the planning guide and extra worksheets for use at the conference. A significant contribution to conference planning was made in the design of a position paper format. It is upon this position paper that the participants defended their rationale for incorporating the project theme in their home states.

EVALUATION REPORT

The evaluation components of the project for the Vocational Preparation of Gifted and Talented Students were conducted by the Educational Research and Service Center, School of Education, The University of South Dakota. All project activities and products were subjected to evaluation both for the project and according to the School's policy.

The conceptual framework for the evaluation was based on Stake's (1967) formulation of evaluation as a process of judgment concerning congruence between project objectives and achievement: Project intents (antecedents), activities (transactions), and results (outcomes) were considered. Each goal of the project was examined for what was intended, what took place (activities development), and what was the result. Evaluation components for the major goals are given in sequence below.

A. Purposes or Objectives

1. To create awareness on the part of vocational educators and related professional personnel of the potential opportunities in secondary and post-secondary vocational programs for gifted and talented students.

2. To become familiar with the kinds of resources available

    2.1 On vocational education;

    2.2 On gifted and talented education;

    2.3 Guidance and counseling of the gifted and talented student;

    2.4 Services to gifted and talented students in vocational education courses;

    2.5 Placement data on gifted and talented students who have completed vocational preparation programs;

    2.6 Influence of gifted and talented experiences on career choice, advanced occupational placement and continuation of training.

3. To call close attention to secondary and post-secondary educational personnel as to the opportunities in vocational programs for the gifted and talented students to work toward their career goals.

4. To assist guidance counselors in identification/screening and working with gifted and talented students in vocational programs.

5. To provide vocational educators with information and resources for individualized student programs for their unique interests and abilities.

6. To provide a display of the fifteen occupational clusters as identified by the U.S. Office of Education so that it reflects the unique needs of the gifted and talented students.

7. To develop specified deliverables called for in the project

    7.1 Slide/cassette production with accompanying script and brochure;

    7.2 Five conferences to train 3-5 person state teams from each of the fifty states and territories to develop State Plans for implementing a vocational preparation program for the gifted and talented student;

    7.3 Operational planning instrument for developing the state plan;

    7.4 A Vocational Teacher's Resource Guide;

    7.5 A Manual for Guidance Counselors.

8. To provide an adequate evaluation for the project and its several components.

Timelines were established for both the meeting of the objectives and the evaluation thereon.

B. Project Intents: Evaluation of Antecedents

The best evaluation of the project intents or antecedents must be left for the future. Any total impact of the Vocational Preparation of Gifted and Talented Students project must stand the test of latency or be determined by the flow of gifted and talented into vocational preparation programs in the coming year.

Immediate project intent evaluation must be seen through two major objectives:

-Awareness of the concerns for vocational education of gifted and talented;

-Dissemination of materials developed around the basic theme of awareness.

1. Participants

Table I indicates the number of persons who were direct recipients of the conference materials and participants in the awareness conferences. Each state and a few of the territories were directly represented at the conference or serviced by the project staff in conference follow-up activities on the theme and project materials.

2. Regional Support

Prior to the conferences and in the initial stages of the development of the curricular materials, the project director and in some

Table I
Participation in the VE/GT Conferences

Conference	Participants	Numbers of Consultants	Staff	Totals
Boston	28	9	6*	43
Chicago	42	8	5**	55
Atlanta	46	9	4**	59
Denver	30	8	5**	43
San Francisco	38	8	6**	52
Follow-Up Visits				
Puerto Rico	25	1	3	29
Virgin Islands	3	1	3	7
South Carolina	9	-	1	10
Kansas	8	-	1	9
TOTALS	229	44	34	307

*includes project officer and project monitor

**basic four-person staff included as part of each conference cases a staff member visited each of the Occupational and Adult Education branches in the ten regions. This personal contact was a vital linkage between the project staff and the states/territories teams. The purpose of the Regional Office visits was to establish direct contact with the Assistant Regional Commissioners (in some cases with those involved with Gifted Education also); seek a commitment to assist in the co-hosting of the bi-regional conferences; establish lines of communications for reaching the state teams; and to gather data and materials on vocational education activities in the region.

In each region the cooperation was outstanding. The Assistant Regional Commissioners and staff members were immediately supportive of the theme and its proposed activities. This supportive reception was followed by a dedicated, active follow-through commitment to fulfill the conference activities.

3. State Support

With the assistance of the regional offices each state was contacted through the State Chief School Official or State Vocational Education Director. Other than a few bureaucratic involvements mostly arising through administrative changes, each state team was nominated, selected and contacted with relative ease. Difficulties were experienced in states where there is a separation of administrations in the public education and vocational education divisions. In no case, however, was there any direct resistance encountered with the Vocational Preparation of Gifted and Talented Students theme nor its proposed activities. A few comments appear to be in order for those who wish to benefit from the experiences of setting forth the selection of state teams:

-Direct mention or reference should be made to the state officials regarding any communications concerning the project prior to the awarding of the grant/contract. The U.S. Office and its several branches may have began preliminary correspondence on the theme of the grant/contract which may have established an active file in the state offices. It is essential to tie to that file.

-No contact with the state should be made without informing the regional offices that you are involving states in their region.

-Current listings of the responsible official in each state should be cleared through the regional offices and subsequently through each state office.

-Where there is a separation of authority within the state (e.g., vocational education and public education) the project officer should lend support in establishing communication linkage. In such cases, the regional officers generally have direct contact with only one or so state officials.

-The project director must provide adequate nomination and selection information and materials to the state officials.

The project director should actively follow-up the nomination and selection with the individual team members.

-Each state has its own travel regulations and monitor the amount of time its personnel can be out-of-state. Early clearance of team participants is essential so that priorities can be established on out-of-state travel and conference participation.

4. Conference Site Selection and Follow-Through

Several criterion were established for the selection of the conference site. These included location in relationship to major airlines; adequate housing for the participants, consultants and staff; adequate meeting rooms; and adequate facilities for registration, luncheons, spin-off activities and display of materials.

Bi-regional conferences were held at Boston in the Logan-Hilton for Regions I and II; Chicago at the Conrad Hilton for Regions III and V; Atlanta in the Atlanta American for Regions IV and VI; Denver in the Denver Hilton for Regions VII and VIII; and in San Francisco at the Towne House for Regions IX and X. Each site was very adequate and served the conference well.

The following comments were extracted from the open-ended evaluation form regarding conference site and hotel selection

Boston

-all statements were positive and supportive of the site and hotel accomodations.

Chicago

-meeting rooms were cold (a blizzard and extremely windy weather hit Chicago during the first day of the conference);

-meeting rooms excellent for conference activities;

-too much time spent on elevators.

Atlanta

-arrogant sales lady--conference should guarantee rooms;

-difficulty in getting room assignments;

-excellent meeting room and luncheon facilities;

-pick a warmer hotel next time;

-rooms were unavailable and the hotel's concern was non-existant.

-great conference with no help from the hotel.

Note: there were several very large conferences and conventions in Atlanta at the same time. Participants were negligent in getting their reservations in by the deadline which caused undo criticism of the hotel and management (BGM).

Denver

-most comments were highly favorable;

-hotel too large for a small conference;

-meeting rooms too far from each other.

San Francisco

-all comments were favorable.

C. Activities or Transactions Evaluation

The major evaluation of the activities or transactions was limited to the post-conference evaluations. Table II is a summation of the mean responses to a nine-point scale used to gain feedback on the conference activities and materials. Mean scores of 1.0 to 3.5 would be considered moderate or favorable ratings; 5.6-9.0 would be considered high or excellent ratings.

In all items evaluated the mean ratings were moderate to high. All materials developed for the project received high ratings at each conference and in the totals. The highest overall rating *7.9) was given for item #5, the rating of the planning, arrangement and administration of the conference by the project staff.

D. Results or Outcomes Evaluation

The measure of this evaluation is the product analysis of the materials developed and the State Plans. In total the conference evaluations in Table II must be considered as part of the product evaluation.

Slide/Tape Evaluation

In addition to the evaluation of the slide/tape presentation at the conference, a product check-list of the presentation was made by several selected groups: The Advisory Committee for the Project; Vocational educators at Mitchell, South Dakota, Sioux Falls, South Dakota, and Sioux City, Iowa; and state department persons at Pierre, South Dakota, Columbia, South Carolina, and Topeka, Kansas. Although these group members did not participate in the conference, as such, they did view/listen to the slide/tape presentation. Table III presents the results of the ratings on the presentation.

Table II

CONFERENCE ON THE VOCATIONAL PREPARATION OF GIFTED AND TALENTED STUDENTS

	Conference Evaluation					
Item	Boston Mean Score	Chicago Mean Score	Atlanta Mean Score	Denver Mean Score	San Francisco Mean Score	Mean of the Mean Score
1. How would you rate the overall value of the conference to you as a professional educator?	7.1	6.2	6.8	7.2	7.3	6.9
2. How would you rate the overall value of the conference to you as an educational decision-maker in your present position?	6.9	6.2	6.4	6.9	7.0	6.7
3. How would you rate the quality and value of the following presentations?						
a. Keynote address	7.4	8.0	7.2	7.5	7.4	7.5
b. Slide/tape presentation	7.5	6.5	7.4	7.7	7.0	7.2
c. Vocational education speaker	6.2	5.7	5.3	5.5	6.1	5.8
d. Guidance and counseling presentation	5.7	6.3	7.2	6.2	5.7	6.2
e. Gifted/Talented speaker presentation	6.6	5.9	6.5	8.4	7.2	6.9
f. Panel discussion	5.1	3.9	6.4	6.7	4.8	5.4
g. Luncheon presentation	6.9	7.6	6.3	5.3	4.2	6.1
h. Status of national G/T programs	6.8	6.6	6.1	6.3	7.7	6.7
4. How would you rate the quality and value of the following curricular materials developed for the conference?						
a. Slide/tape presentation	7.4	6.8	7.5	7.7	7.4	7.4
b. Brochure to accompany the slide/tape	7.8	7.3	7.5	7.9	7.7	7.6
c. Guidance Manual	7.6	7.3	7.6	7.6	7.8	7.6
d. Vocational Teacher's Resource Guide	7.8	7.5	7.3	7.6	7.8	7.6
e. State Planning Guide	7.2	6.9	7.1	7.4	7.4	7.2
5. How would you rate the planning, arrangements, and administration of the conference by the project staff?	8.2	7.5	7.5	8.4	8.0	7.9

Table III
Evaluation of the Slide/Tape Presentation

Item	Group I (10)	Group II (5)	Group III (7)	Group IV (9)	Group V (5)	Group VI (9)	Group VII (8)	Mean Total (53)
1. How do you rate the overall presentation of the slide/tape?	8.4	8.5	8.6	8.4	8.3	8.6	8.5	8.4
2. How do you rate the selection of pictures as they pertain to the narrative?	8.1	8.7	8.6	8.5	8.3	8.4	8.1	8.4
3. How do you rate the graphic illustrations used in the presentation?	8.7	8.7	8.6	8.6	9.0	8.6	8.5	8.6
4. How do you rate the narrator--voice, clarity, phrasing, etc.	8.0	7.5	8.4	7.3	7.6	7.8	8.1	7.8
5. Please rate the value of the section on the gifted/talented to the overall theme.	8.4	8.4	8.5	8.3	8.4	8.6	8.3	8.4
6. Please rate the value of the section on the 15 occupational clusters to the overall theme.	7.7	7.0	7.6	7.3	7.6	7.5	7.0	7.4
7. Please rate the clarity of the role of the guidance counselor in the overall presentation.	8.0	8.3	8.3	8.6	8.1	7.8	7.0	8.0
8. Please rate the clarity of the vocational educator's role in the overall presentation.	8.3	8.1	8.4	8.4	8.3	8.1	8.0	8.2

Table III Continued

Item	Group I	Group II	Group III	Group IV	Group V	Group VI	Group VII	Mean Total
The major purpose of the slide/tape presentation was to bring about an awareness of the need for gifted and talented students to be given an opportunity to look at vocational education as a viable alternative in planning their life/career.								
9. How do you rate the effectiveness of the presentation in meeting its goal?	8.6	8.5	8.5	8.6	8.6	8.3	8.5	8.5

Comments on Slide/Tape Presentation

The participants, consultants and those selected to review the slide/tape presentation were asked to make comments. Most of the comments were favorable--excellent, outstanding, informative, etc. A few isolated comments are listed here which reflect some feeling or concern.

-music very appropriate to the theme;

-very timely and usable in our state. How can we get more copies?

-too much emphasis given to the 15 clusters, need more on the role of the vocational teacher;

-good job of showing ethnic group opportunities and women in work roles;

-places too much emphasis on the role of the guidance counselor;

-narrator misses words and made bad pauces, voice okay;

Curricular Materials

No major evaluation was made of the curricular materials developed for the participants except that shown in Table II. The brochure, vocational teacher's manual and guidance counselor manual were well received. The quality of the materials and its acceptance by the participants and consultants are the best measures available. Requests for additional copies may be some indication of their usability.

E. Conference Evaluations

In general all comments and measures of the conferences were favorable (see Table II). Critical remarks were directed at some of the speakers, particularly regarding the length of the presentations. The agenda items which received lower ratings were the panel discussions and vocational speakers, however, on the nine-point rating scale these met with satisfactory ratings.

The panel discussions at each conference were victim of time scheduling. Insufficient time was allocated to questions and interaction with the participants. A staff observation was that the panel members did not direct their remarks to the question and attempted to reinforce their earlier presentations as speakers.

Although the conferences were deemed highly successful several negative comments were advanced regarding the allocation of time for work on the state plans. It was felt by the staff that an additional day would have been highly desirable for this state-team activity. Handling the input necessary from vocational education, gifted education and guidance/counseling was too time consuming. It may have been false economy to restrict the conferences to a three-day session. An additional day would have cut down on speaker presentation fatigue and allowed a more desirable team/consultant interaction time.

All-in-all the materials developed, the speaker/consultant activities and the conference flow was well received. The complex project must be evaluated subjectively as well as objectively. The positive follow-up communications with numerous participants, consultants and regional officials indicate the subjective evaluation's favorable acceptance of the theme and the project activities. Copies of these correspondence have been filed with the project officer.

VOCATIONAL PREPARATION OF GIFTED AND TALENTED STUDENTS

Slide/Tape Presentation Evaluation

Please rate each of the following items based upon your evaluation of the slide/tape presentation. Circle your rating choice.

	LOW								HIGH
1. How do you rate the overall presentation of the slide/tape?	1	2	3	4	5	6	7	8	9
2. How do you rate the selection of the pictures as they pertain to the narrative?	1	2	3	4	5	6	7	8	9
3. How do you rate the graphic illustrations used in the presentation?	1	2	3	4	5	6	7	8	9
4. How do you rate the narrator--voice, clarity, phrasing, etc.	1	2	3	4	5	6	7	8	9
5. Please rate the value of the section on the gifted/talented to the overall theme.	1	2	3	4	5	6	7	8	9
6. Please rate the value of the section on the 15 occupational clusters to the overall theme.	1	2	3	4	5	6	7	8	9
7. Please rate the clarity of the role of the guidance counselor in the overall presentation.	1	2	3	4	5	6	7	8	9
8. Please rate the clarity of the vocational educator's role in the overall presentation.	1	2	3	4	5	6	7	8	9

The major purpose of the slide/tape presentation was to bring about an awareness of the need for gifted and talented students to be given an opportunity to look at vocational education as a viable alternative in planning their life/career.

9. How do you rate the effectiveness of the presentation in meeting its goal?	1	2	3	4	5	6	7	8	9

10. Please feel free to make comments about the slide/tape presentation.

SUMMARY AND CONCLUSIONS

As the project ends it would be well to note in closing that affective measures of success far outweigh objective measures. The project staff and those consultants who worked long and hard to fulfill the many detailed components of the contract feel that the total project was a success. Awareness of the theme and its implications to the total field of education was presented and well received across the nation.

The curricular materials which were developed have been disseminated to the several states and in turn have been utilized within many of the states already. It is safe to presume that an impact has been made as a result of this funded effort.

No known date is available as to where the concept had its origin. Similarly, no predictable ultimate success can be realistically envisioned. In between the conceptual beginnings and the translation of vocational preparation of gifted and talented students lie the dedicated efforts of many individuals from the federal level to the educators in the states. A commitment for action was called for all along the way. No single contribution or contributor stands out as being the best or most positive force. Together, however, the hundreds of persons involved have made the abstraction a reality. Although there are differences in opinion as to how best to proceed, there are none who were involved that deny the need for providing the gifted and talented student the opportunity to participate in a vocational preparation program.

As pointed out consistently in the curricular materials, the students of today will be the work force of the 21st century. The gifted and talented student in our schools today needs the opportunity to participate in a vocational education program. It will be through the effort of the vocational educators, gifted educators, guidance personnel and other professional educators that this becomes a viable alternative for these youth. This project was a beginning toward those ends.

APPENDIX A

Conference Participants

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APPENDIX B

State Plans

STATE PLANS OF ACTION

VE → GT

for the Implementation of
the Vocational Preparation
of Gifted and Talented Students
in Secondary and Post-Secondary
Education

1977

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The project presented or reported herein was performed pursuant to a contract from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

STATE PLANS OF ACTION

for the Implementation of
Vocational Preparation of Gifted and Talented Students
in Secondary and Post-Secondary Education

Compiled and Presented
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STATE PLANS OF ACTION

For The Implementation Of Vocational Preparation for Gifted and Talented Students in Secondary and Post-Secondary Education

INTRODUCTORY STATEMENT

The accompanying document represents the plans developed by each state in conjunction with the conferences held on the Vocational Preparation of Gifted and Talented Students in Secondary and Post-Secondary Education. This project was funded by the U.S. Office of Education's Bureau of Occupational and Adult Education. Its primary goal was to develop curricular materials around the theme so as to create an awareness on the part of vocational educators and related professional personnel of the potential opportunities in secondary and post-secondary vocational programs for gifted and talented students.

Vocational preparation as defined by this project refers primarily to those programs in Vocational Education at the secondary level (grades 11 and 12) and post-secondary level (grades 13 and 14) which prepare students for specific job entry skills. Other occupational training and adult education programs were given consideration only as they pertain to life/career development planning.

Gifted and talented are those identified by professionally qualified persons who by virture of outstanding abilities, are capable of high performance. These students who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society. This basic definition by the U.S.O.E. deals with several areas such as creative or productive thinking, leadership ability, visual/performing art and psychomotor ability as well as intellectual ability and specific academic aptitude.

Each state was asked to send to a conference a three to five person team composed of vocational educators, gifted and talented educators and guidance/counseling personnel. Every state was directly involved in one of the five conferences presented and/or their follow-through activities. South Carolina, Kansas, Puerto Rico and Virgin Islands were unable to send representatives to the conference to which they were assigned, however, project staff members worked directly with their officials.

STATE PLAN FORMAT

Each state team was expected to participate in the conference input activities and to develop a plan whereby they would provide for follow-up activities in their respective states. Although each state was given considerable freedom in developing its own planning design, several suggested objectives were advanced:

1. Provide for representation from the state team to meet with other decision-making officials or bodies in the state.

2. Provide for dissemination of the conference materials which included a slide/tape production and multiple copies of several documents.

3. Provide for the formation of a Task Force for further development of in-state activities involving other state leaders.

4. Provide some form of preliminary planning for in-service training or the establishing of model programs on the vocational education of the gifted.

5. Designate individual or groups responsible for implementation of the state plan.

6. Establish milestones or dates for accomplishment of the plan's objectives.

In order to preserve the individuality of each state plan they are presented as they were submitted by the teams. Minor editorial changes have been made for clarity.

SUMMARY STATEMENT REGARDING THE PLANS

Since the teams were composed of individuals from differing areas of responsibility, it appeared to be important for the states to establish a position statement which reflected the teams thinking on where vocational education for the gifted would be most appropriate. Some felt that it was largely a vocational concern while others saw it as belonging to gifted education, career education or special services in their state. For the most part, the plans were linked with other ongoing programs or program plans.

With the assistance of the consultants, speakers and project staff the teams developed preliminary plans at the conference (Phase I). Follow-up communications which included the submitting of a final copy of their state plan, indicate that many states have initiated their objectives and are meeting with good acceptance of the project theme and activities.

It should be noted that there is a significant variance in the volume from plan to plan. The total document is a presentation of that which was submitted and represents the status of the plans as of June 1, 1977. Several states had hierarchial clearance procedures which were necessary before final copy could be submitted. In no instance are the state plans contained in this document to be considered a binding agreement or contract. They represent the initial and follow-up thinking of the state teams and follow-through task forces. Hopefully each plan will be followed by appropriate approval and clearance within the state.

Ultimately, the plans must be viewed as plans to plan for the vocational preparation of the gifted and talented students. There was exhibited a high degree of commitment among the planners from each state. A commitment must be accompanied by action. The future will determine the effectiveness of the conferences and of the plans.

CONCLUSIONS

Vocational preparation is and has been available to all students and adults for many years. Dualistic values between academic and vocational programs have caused many parents and school people to stress academics over vocational preparation. Consequently, many highly capable students have been counseled out of vocational education.

Gifted and talented students frequently have been directed by counselors and vocational educators into college preparatory programs rather than into programs which offer training areas in line with their long range interests and abilities which are representative of possible steps in a career ladder. Vocational education is and should be considered a viable alternative in the life/career development of each gifted student as they seek life-satisfaction through a satisfying career.

With the current pressure to gain work experiences with career development, counselors, administrators, educators and the parents should be made aware of the tremendous opportunities available through vocational preparation programs. There is a marked need for the educational decision-makers to work together to bridge the gap between the gifted and talented and the vocational programs available to these students. This project has been directed toward these ends.

ALABAMA

POSITION STATEMENT

It is our belief that each person within our state has the right to pursue a realistic educational program geared to his/her own individual needs and abilities beginning at the preschool level and continuing through adult level educational programs. An integral part of providing this type of educational experience are those total services within the educational system that enhance the vocational exploration and preparation of those identified as gifted and talented. It is our intent to formulate among the specific areas of guidance and counseling, vocational education, and exceptional child education an atmosphere of cooperation and comprehensive planning at all levels of educational services. Implementation of this goal will be facilitated through such activities as shared workshop-conference activities, technical assistance, pre-service and inservice programs, utilization of resource materials, publications, public awareness campaigns, administrative policy, etc.

Objectives	Time Line
1. Secure administrative support of proposed plan.	
2. Conduct survey of guidance and counseling and vocational personnel in public schools, colleges and universities to determine awareness, etc., training media. Conduct survey of gifted and talented personnel in public schools, colleges and universities to determine awareness, etc., training needs relating to vocational education.	
3. Utilize workshop/conference activities in guidance and counseling and vocational education to provide some of needed training determined in 2 above. Utilize the inservice component of the state's federally funded project in gifted and talented to provide some of needed training provided in 2 above.	
4. Consider reprinting of materials received at vocational education for the gifted and talented conference for distribution to administrators, guidance personnel, vocational personnel and appropriate exceptional child ed. personnel (also college and university personnel; also parents).	
5. Utilize slide/tape presentation received at vocational education for the gifted and talented conference (same as #4).	

6. Consider appropriate information for public awareness campaign by utilizing Public Information Consultant and his staff within the Department of Education.

7. Catalog appropriate printed and audio-visual materials in the 7 Learning Resource Centers serving the exceptional child education component of the Ala. SDE.

8. Catalog appropriate information in the computerized AIDS program serving the state of Ala. with services. such as bibliographies, abstracts, ERIC search, etc.

9. Recruit assistance of college and university personnel in areas of guidance and counseling, vocational education and gifted and talented to include this concept of vocational education for the gifted and talented conference and materials with their offerings.

10. Add the vocational education for the gifted and talented concept to the list of discussion points for local education personnel considering beginning programs for gifted and talented children and youth.

11. Select one LEA to serve as a model project concept on utilization of activities listed above, to "brainstorm" other ideas and to critique the entire approach to concept of vocational education for the gifted and talented in Alabama (this may become step #2).

12. Utilize LEA in #11 to determine number of gifted and talented students enrolled before and after awareness activities (pre and post survey).

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ALASKA

POSITION STATEMENT

As described under P.L. 94-482, it is the purpose of the 1976 Vocational Education Act to authorize Federal Grants to the states so that persons of all ages, in all communities of the state, who can benefit from vocational education, will have ready access to training of high quality, realistic in the light of actual or anticipated opportunities for gainful employment, and suited to people's needs, interests, and ability to benefit from such training. As required by Federal law, state plans for vocational education typically determine not only expenditure patterns of federal funds but corresponding state matching funds by purpose and amount. An examination of the existing state plan and that emerging from the 1976 amendments indicates that no specific provision has been made to meet the unique educational needs of gifted and talented vocational students. Although the 1976 amendments give greater emphasis to program flexibility with added emphasis for "disadvantaged" persons, persons who, by virtue of outstanding characteristics for success, are not recognized as needing special assistance. Therefore, by the lack of specific inclusion in the Act and exclusion from the definition of "disadvantaged", eligibility of gifted and talented students for federal and/or state funding could be left totally to chance and up to the interpretation and determination of a limited number of state and federal officials. There is greater possibility of exclusion from existing state funding when definitions for gifted and talented vocational students have not weathered the tests of acceptance and their applicability to various population groups throughout the state.

Unfortunately for the gifted and talented student, since it does reduce the availability of fiscal resources, educators and legislators falsely assume that such students do not belong in vocational programs, and will automatically succeed in any other educational undertaking. However, most programs, particularly those in vocational education, do not provide sufficient challenge needed for creative development, critical thinking, and functional competence associated with many outstanding students. The major question related to this set of variables appears to be not necessarily one of talent identification, though the importance of this function cannot be denies, but rather describing the educational process best suited to meeting their unique needs. Similar to the special needs of "disadvantaged students," the gifted and talented vocational student also requires special services and consideration in order to enable them to succeed in vocational programs.

The significant measurable educational difference between the "disadvantaged" and the gifted and talented student focuses more on the anticipated higher level of learning achievement of the latter as it is measured within the prescribed competencies of a given vocational curriculum. On the other hand no criteria currently exist to describe the gifted and talented vocational student whose abilities and occupational potential may or may not be measurable by existing techniques in use by our school systems today.

Though certain differences between the academic and vocationally gifted student can be perceived, and comparison to the "disadvantaged" and "handicapped" more visible, a commonality of need among all four groups is apparent. None can receive maximum benefits from the regular school program, and all require an extra educational ingredient to meet their unique requirements.

While Alaska's educational system is preparing the majority of its youth and adults for successful entry into its bi-cultural society, it is defaulting in that developmental process which assists each individual in the discovery, defining and redefining of their talents in the pursuit of life-long satisfaction in a career choice. While our schools embrace learning experiences which help students in the acquisition of basic skills, a corresponding effort has not been made to provide a parity among learning activities which integrate basic skills, life skills, and career development, particularly among the state's gifted and talented population.

Today's youth and adults want information and know-how needed to pursue a career interest, meet a basic job prerequisite to acquire entry-level skills, or to take the next step in career preparation. However, unlike historical patterns which focused the primary emphasis for job choice on the office of guidance and counseling, the dynamics of our highly complex industrial society no longer makes this approach a wholly valid one. The responsibility rests with the total educational community, both external and internal, and focuses upon the student a greater share of accountability for their own behavior and progress. Students aided by facts about themselves, aided by the classroom teachers and learning experiences must be given increased opportunities to match facts about themselves with their interests, perceived goals, and the realities of the workplace.

Similar to other "disadvantaged" students needing special education services, the gifted and talented vocational student enrolled in the regular traditional vocational program is not being adequately served. In the years to come their abilities will be sorely needed in our ever increasing technological society; and a necessity is recognized to help such students handle the complexities of their talents within the demands of that technological society.

Therefore, the Alaska State Department of Education will integrate appropriate goals and objectives into its five-year state plan for vocational education focusing upon the unique career developmental needs of gifted and talented vocational students. Specific emphasis will be placed upon instructional processes, structure and techniques which will assist the gifted and talented in the identification, assessment, and refining of their abilities and aptitudes for their creative development, practice in critical thinking, and ultimate functional competence in the work force.

Objectives	Time Line
1. Assess needs for vocational programs which will provide for gifted and talented students in the state.	April 15, 1977

Objectives	Time Line
2. Review status of gifted and talented education in the state.	June 30, 1977
3. Review status of vocational education programs in Alaska.	April 15, 1977
4. Review status of vocational guidance and counseling in Alaska.	done
5. Determine potential size and scope of state's awareness and recruiting program for gifted and talented students in vocational education programs.	May 1, 1977
6. Establish awareness and recruiting programs in the state.	May 15, 1977
7. Inform public sector of vocational opportunities available for gifted and talented students in Alaska.	May 30, 1977
8. Enlighten professional personnel concerning vocational education for the gifted and talented opportunities in Alaska.	April 30, 1977
9. Inform potentially gifted and talented students of the vocational opportunities available through vocational education in Alaska.	June 30, 1978
10. Establish the vocational education for the gifted and talented goals in Alaska.	
11. Establish program objectives for vocational education for the gifted and talented students in the state.	
12. Implement a vocational education for the gifted and talented program in Alaska.	

Judi Hayden (Team Leader)
Darroll Hargraves
Robert Peek
Charles K. Ray
Richard L. Spazioni

ARIZONA

POSITION STATEMENT

The State of Arizona, recognizing the importance of education of all its citizens to the local community, state, and nation, takes the following positions:

1. The ultimate purpose of all educational programs in Arizona is to assist individuals in reaching meaningful and worthwhile life goals and objectives consistent with their individual potentials; and

2. That a free and productive society has need for citizens educated in and capable of functioning in the total range of career options. Each individual should be encouraged to make career choices based on goals, interests and abilities. A wide range of career information, exploration opportunities, and skills development programs must be available to all the citizens of the state; and

3. That gifted and talented students are those identified by professionally qualified persons, who by virtue of their outstanding abilities, are capable of high performance and require differentiated educational programs and services beyond those normally provided in order to realize their contribution to self and society. General intellectual abilities and specific academic aptitudes along with creative or productive thinking abilities, leadership abilities, abilities in the visual and performing arts, and psychomotor abilities are considered valid and vital measures of giftedness. No culturally different group will be excluded and no discrimination on the basis of sex, race, or national origin will be tolerated. Career and vocational education has a responsibility to prepare gifted and talented students for entry into occupational fields related to their interests or for advanced vocational or technical training appropriate to these interests; and

4. That professional instructors, at all levels, and in particular the vocarional educator and the guidance counselor, must provide gifted and talented students with educational and occupational information to promote self-direction and optimal growth. Activities which support articulation with and among members of the total school community will be encouraged; and

5. That the Arizona Department of Education shall assume a leadership role to help local education agencies plan, establish and maintain vocational educational plans, and to establish and maintain vocational education programs to meet the unique needs of all students, particularly those identified as gifted and talented. Furthermore, the Arizona Department of Education shall promote activities which involve local communities, adults, parents and employers in sharing the responsibility to assume the career and vocational education of these children. However, it is recognized that the ultimate responsibility for the vocational education of the gifted and talented, as with all students, is that of the local education agency.

NEED STATEMENT

All of the nearly 10,000 Tucson, Arizona, public schools sophomores and juniors were recently polled by the district's director of career and occupational education. Slightly less than half of the students polled reported having studied the requirements of various careers; only about a quarter of the students said they had taken a test to determine their career interests. Only 7 percent of the students perceived that counselors or teachers had helped them choose a career. Twenty percent of them said they had been helped by school personnel in learning about careers. When asked what their plans were after graduation, nearly twenty percent said they did not know.

In another recent survey within the same district, 87 percent of the teachers, 80 percent of the students and 94 percent of the parents completing the survey said that "students need to know what various jobs are like and how their special talents and interests will help them do these jobs."

If the perceptions of the individuals involved in these surveys are typical, it is clear that a significant need of students in Arizona is not being met adequately. Gifted and talented students comprise a segment of the student population that is typically neglected in this area of need. While choosing a vocation is more difficult for today's generation of youth than at any other time in the past, it is all the more difficult for the gifted and talented students who, by virtue of their outstanding abilities, have many more options available to them.

All persons in a position to provide guidance to gifted and talented students in the process of career decision-making need to consider carefully the importance of a comprehensive view of the many potentially satisfying options open to them. Overemphasis upon the professional areas has left industry and business critically short of skilled personnel as well as caused many professionals to find their careers less than satisfying and self-fulfilling.

For these and other reasons, it is vital that the State of Arizona pursue a course of action through which gifted and talented students, as well as those adults who touch their lives, become more aware of the appropriate career options for these students that can be provided through vocational education.

PROGRAM DESCRIPTION

A state task team on vocational education for gifted and talented students will be established by state superintendent Carolyn Warner. It will be representative of gifted and talented students, parents, vocational educators, guidance personnel, educators of the gifted, administrators, employers, and appropriate staff of the Arizona Department of Education.

The task team will consider information provided to the State's representatives at the March 28-30, 1977 conference in San Francisco regarding this need. It will then consider the recommendations of these representatives related to a plan to improve awareness of this need and to develop local educational agency plans to address the need more extensively.

Included in this plan will be provision for training appropriate personnel to, in turn, "conduct" awareness conferences that are localized through the state. It is estimated that 15 such conferences will be needed.

The desired outcome of all this activity will be an extensive pattern of local vocational education plans to meet the needs of gifted and talented students, utilizing primarily the existing programs and the available human and financial resources at the state and local level.

GOAL STATEMENT

To develop an awareness of vocational education needs of gifted and talented that will result in providing expanded opportunities for them in vocational education at the levels of awareness, exploration, and preparation for entry into the world of work.

Objectives	Time Line
1. A state task team will be organized to plan a training program for individuals who will educate appropriate publics regarding vocational education for gifted and talented students. Composition for this task team shall be determined by the official guidelines of the Arizona Department of Education. Documentation of all the work of this task team will be maintained in the Department Division of Career and Vocational Education.	May 1, 1977
2. A minimum of 15 "awareness conferences" will be held throughout the State for the purposes of educating appropriate publics regarding vocational education for the gifted and talented and to generate local plans to address the needs of these students. Evidence of these plans will appear in district vocational education plans submitted to the Arizona Department of Education.	November 18, 1977

PROGRAM BUDGET

Expenditures for the above activities are chargeable to Arizona Department of Education Vocational Education State Administration and currently approved projects for local administration of Career and Vocational Education. Projected expenditures will be reviewed and approved and local projects amended accordingly.

William J. Anderson (Team Leader)
Randolph Eubank
George Hunt
Joan Schipper
David Wasson

ARKANSAS

POSITION STATEMENT

The Department of Education acting under the direction of the State Board of Education and in accordance with the will of the citizens, as expressed through the legislative branch is recognized as the responsible agency for implementing and maintaining the educational system within the State of Arkansas.

It is further recognized that all individuals within the boundaries of this State are free to fully participate in this system.

The State accepts the premise that this educational system should be continuous, beginning at the kindergarten level and extending through adulthood. The acceptance of such a continuous educational process would allow for enrichment, acceleration, upgrading, and retraining functions.

It is expected that this educational process would have sufficient strength and flexibility to keep pace with our changing society.

In addition, it is expected that the educational program will be diverse enough to meet the present and future needs of Arkansas communities without denying individual opportunity.

Finally, it is anticipated that each individual participating in Arkansas educational programs will develop sufficient skills to become a productive citizen within his or her community, experience satisfying leisure time activities throughout life, and achieve self-realization to maximum potential.

PLANNING

Determine need to include consideration of gifted and talented student needs in existing programs. Develop plan to insure all elements of vocational education programs are aware of gifted and talented student needs.

GOAL STATEMENT

Insure that all elements of Arkansas Vocational Education System has had an opportunity to become aware of gifted and talented student needs.

Objectives

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1. Make summary trip report to State vocational education director.

Objectives

2. Make trip to report plan outline to State Commissioner and Associate Director.
3. Presentation of gifted and talented program to supervisors of nine service areas in vocational education.
4. Localize slide program to enhance program.
5. Introduce vocational education's willingness to meet gifted and talented student needs.
6. Inform all State vocational education teachers, teacher trainers, and supervisors of gifted and talented student needs.
7. Provide for follow-up awareness program on gifted and talented students to civic organizations, advisory committees and school administrators.
8. Develop curriculum materials to include gifted and talented students in vocational education programs.

James Shepard (Team Leader)
Richard Friedl
LaVerne Kuhn

CALIFORNIA

POSITION STATEMENT

The greatest portion of an individual's life is spent in the pursuit of a career or activity which provides a self-satisying and societal contribution, and by which an individual can maintain a self-sufficient and productive existence. Thus, the curricular design of California education programs must provide experiences which enable an individual to develop an awareness of the relationship between self, home, school and community. To achieve this awareness, each individual should have the opportunity for an education commensurate with his/her ability, regardless of sex, ethnicity, and economic status, which will serve to develop the cognitive, affective and psychomotor abilities and aptitudes of the individual.

In order to provide such a curriculum, there exists a need for a concerted effort by all school personnel to coordinate their particular services in order to meet the needs of the total student. This is especially true when the needs of the gifted and talented student are considered.

The State of California recognizes the following definition for gifted individuals: "Gifted individuals are those who demonstrate outstanding capacities and/or potential to excel within their environment in one or more the following areas: intellectual abilities, leadership skills, and creative production." In accordance with the state's overall philosophy which provides for an individual's education commensurate with his/her ability, qualitatively different educational programs are the vehicles by which the special needs of the gifted are met.

By qualitative differentiation, we mean programs that provide for unique advanced-knowledge acquisition, higher intellectual skill development, and creative production. Such programs should also provide information and insight into careers, possible sequences careers and combination of careers which require these special skills, aptitudes, and abilities. Educators have the responsibility of helping the gifted child more with strengths and insight towards realizing his/her potential.

Special attention should be paid to the development of qualitatively different programs for the gifted by all educators who influence the development of these students. This includes the incorporation of special guidance programs and vocational education programs, through which students are introduced to self-realization, self-satisfaction and skill development areas. For example, the role of the guidance counselor is significant in the direction of student self-realization and life satisfaction mandating a clear understanding and well founded knowledge of career and vocational opportunities. By the same token, the vocational educator needs to develop a sensitivity and knowledge to accommodate the special needs of the gifted in order to assure the student's adequate development of self-realization and life satisfaction awareness.

Therefore, it is reasonable to assume that the State of California must provide leadership, incentive, and encouragement through existing curricular and guidance programs in order to assure that gifted and talented individuals have proper access to on-going life career and vocational education processes. It is important to acknowledge that such an effort in California should not be restricted to serving only the students now participating in the state gifted program (MGM) but rather strategies should be developed to identify those students who excel in other than academic talents. In addition, in any state publication that refers to counseling and guidance, vocational education, career education, and gifted education, attention should be given to the provision of opportunities for these gifted individuals in the areas of vocational exploration and skill development.

Finally, it is the total responsibility of community, adults, parents, and others, to plan, implement, and maintain on-going efforts to provide these self-awareness and career awareness opportunities, in cooperation and coordination with the efforts of the public school system.

Objectives	Time Line
The proposed state-wide plan for Vocational Education for Gifted and Talented students has three components for fiscal years 1977-78 which are as follows:	
1. Awareness of vocational education for the gifted and talented for K-14 statewide by involvement of the seven team members to:	
a. contact and inform and solicit commitment from all educational and professional personnel and organizations each is involved with, at district, state and federal level.	
b. hold a team meeting at the Sacramento Metropolitan airport for evaluation and future planning.	May 6, 1977
2. Conduct at least one statewide conference on vocational education for the gifted and talented for district teams consisting of counselors, vocational educators and, where possible, the appropriate administrators for the purpose of information and dissemination of materials to further vocational education for the gifted and talented in California.	
3. Have three to five demonstration projects being conducted in the state to act as models for the rest of the state of California.	Spring 1978

Sieg Efken (Team Leader)
Gerald Cresci
Mary Lou Hill
Hal Magarion

Barbara S. Pratt
C. Allen Paul
Lee Sheldon

COLORADO

POSITION STATEMENT

Every person has gifts. Almost everyone is above average in some way. Often the needs of the gifted are suppressed by the lack of attention or adequate guidance. It is possible that many dropouts drop out because the system chooses to blame "inappropriate behavior" as the reason for a student's disenchantment. Other students put up with their inability to develop their talents and the system's inability or refusal to assist them. Thus, many students are frustrated about their achievements in school and later their position in society.

Colorado is dedicated to the principle that every child should receive an appropriate education. An appropriate education means that gifted and talented students should receive an education that will insure the full development of all their abilities.

Laws dictate educational opportunity for certain categories of less fortunate students; however, there are no laws presently provided for meeting the specific needs of gifted and talented students. Colorado is probably ahead of many states--particularly in the establishment of special education and vocational education programs. It is equally important that a priority be established in each LEA to assure the development of appropriate vocational education programs tailored to fit the differentiated learning needs of individual students.

It is important that greater emphasis be given within the State Vocational Education Plan to increase the participation of gifted and talented students within vocational education programs. Leaders from general education, vocational education, career education and guidance must make a concerted effort to assure a commitment at the LEAs to meet the needs of gifted and talented students.

GOAL STATEMENT

To increase the participation of Colorado's gifted and talented students in the State's vocational education programs.

Objectives	Time Line
1. To develop ongoing communication among appropriate State Agencies relative to meeting the above goal.	May 17, 1977
2. To develop strategies for the acceptance of gifted and talented students in vocational education programs.	May 1977 and ongoing

Objectives	Time Line
3. To develop an awareness within Colorado school-communities of the need to increase the participation of gifted and talented students in vocational education.	January 1978

Nellie McCool (Team Leader)
George Lyon
Paul May
Jerry Villars

CONNECTICUT

POSITION STATEMENT

The Connecticut State Constitution states: "There shall always be free public elementary and secondary schools in the state." Equal educational opportunity is also governed by the State of Connecticut Bill of Rights. The Connecticut Bill of Rights declares that "All men . . . are equal in rights, and no man or set of men are entitled to exclusive public emoluments or privileges from the community" and that "no person shall be denied the equal protection of the law nor be subjected to segregation or discrimination in the exercise or enjoyment of his civil or political rights because of religion, race, color, ancestry, or national origin or sex."

The State Board of Education recognizes the needs of all children and youth being served by its one hundred sixty-four school districts and assists them in developing educational programs which provide maximum opportunities for all children and youth to fulfill their capabilities.

The State Board of Education recognizes that many children and youth in Connecticut have special needs which cannot be met in general education, but which can be provided through special programs and/or services. These special programs and/or services are needed by many types of children and youth, and adults in such programs as career education, the education of the gifted and talented and with the auxiliary services of guidance and counseling programs.

Connecticut's legislation, Section 10-76 (a-j) of the Connecticut General Statutes reflects its commitment to all children and youth requiring special education. Equal opportunities for all children and youth with special education needs are provided for under this statute. The gifted and/or talented in Connecticut are those possessing extraordinary learning ability and outstanding talent in the creative arts. These two definitions include both demonstrated and potential ability and talent and include differentiated experiences and activities for those who have very superior demonstrated ability, the potential to gain such ability, bright underachievers, high creative producers, outstanding talent in music, the visual and the performing arts and the talented among the handicapped. It is the Department's position that these children and youth are found in every school district regardless of age-groups, ethnic groups, socioeconomic conditions and geographical environments. The gifted and talented know none of these barriers and they possess the demonstrated and potential ability to become the future leaders of Connecticut and America as a whole.

The State Board of Education recognizes: "The purpose of Vocational Education is to provide programs which prepare the individual for specific areas of occupational life, to upgrade and increase technical knowledge and skill of those already employed, and to provide technical and related information in instructional programs to individuals serving apprenticeship in various occupations. Such programs are an integral part of the educational opportunities provided to the citizens of the state and are designed to meet the needs, aptitudes, and interests of individuals who desire such programs. In all programs the purpose is to educate as well as to train." (Section 10.95, Connecticut General Statutes)

The State Board of Education recognizes: that Career Education is predicated on a belief that both education and the work that education prepares us for can be meaningful, satisfying, and rewarding to our lives. It is also based on an assumed ability to create a learning environment that meets the career needs of young people and adults in all settings--and at any point in their lives. Such an environment would make educational opportunities--at all levels--available to every individual wishing to learn, whether for vocational purposes or for avocational pursuits.

The State Board of Education recognizes that professional educators at all levels, especially guidance personnel and vocational educators should establish roles of providing Connecticut's children, youth and adults with a comprehensive education leading toward self-realization and life-satisfaction through the seeking of a life-long pattern of successful careers and occupations.

The State Board of Education recognizes the need to involve the roles and responsibilities of a homogeneity of the public (SEA community, state, parents, business and industry) in the decision-making process leading to the formulation of goals and objectives to meet the needs of Connecticut's children, youth and adults within both general and special education programs.

Thus, in conclusion, the State Board of Education strongly supports the following quote:

> ". . . Old ways of doing things are confronted by new imperatives."
>
> "The acceleration of change, caused by the discoveries of modern technology; the impossibility of forecasting in any detail the future shape of our environment and our institutions; the questioning and, often, the rejection of the values, modes and structures of the past; the blurring of the old lines of division between education and work; the questioning of many other social and political barriers in society; and, perhaps most important, the assertion of a widespread desire for greater individual fulfillment, all combine to suggest that a new look is needed at the ways in which we equip people to play a useful role in society and to manage their own lives.
>
> "The need is seen to prepare people, not just for a job, but also to live in a total and dynamic environment.
>
> "The uncertainties created by present social discontents and upheavals in the world economy highlight the need of people for both secure and satisfying work as a condition of continued social progress."
>
> Report, Education and Working Life in Modern Society, Paris, 1975. Prepared for the Organization for Economic Cooperation and Development (OECD) by an international Group of Experts under the chairmanship of Clark Kerr, Chairman of the Carnegie Council on Policy Studies on Higher Education.

GOAL STATEMENT

The Connecticut State Board of Education aims to meet the following needs in vocational education for the gifted and talented by: encouraging decision-makers at all educational levels to provide differential programs for the individual needs, abilities, careers, and life-goals of gifted and talented children and youth; providing numerous occupational/career alternatives at all levels of education for the gifted and talented through vocational and career education; establishing a state-wide awareness program covering all publics; and establishing in-service and pre-service training for professional personnel in all segments of vocational education, guidance and counseling, and programming for the gifted and talented.

Objectives

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1. Prepare Connecticut's position on the education of its total K-Adult population.
2. Prepare Connecticut's position on career/ occupational training of its total K-Adult population.
3. Prepare Connecticut's position statement on the vocational preparation of gifted and talented students.
4. Prepare Connecticut's statement on the role of the guidance counselor in vocational education for the gifted and talented.
5. Adopt Connecticut's position statement on vocational education for gifted and talented students.
6. Assess needs for vocational programs which will meet needs of gifted and talented students in Connecticut.
7. Review status of vocational education programs in Connecticut.
8. Review status of gifted and talented education in the state.
9. Review status of vocational guidance and counseling in Connecticut.
10. Determine potential scope and size of the state's awareness and recruiting program for gifted and talented students in vocational education at secondary and post secondary levels.

Objectives

11. Establish awareness and recuriting program in Connecticut.

12. Inform public sector of the vocational opportunities available for gifted and talented students in Connecticut.

13. Inform professional personnel concerning vocational education for the gifted and talented opportunities in Connecticut.

14. Inform potentially gifted and talented students of the vocational opportunities available through vocational education in Connecticut and the region.

15. Establish the vocational education for the gifted and talented goals in Connecticut.

16. Create program objectives for vocational education for the gifted and talented students in Connecticut.

17. Identify state task force members.

18. Develop an awareness program as follow-up to conference.

19. Place in action a vocational education for the gifted and talented program in Connecticut.

20. Prepare and submit necessary reports.

Kenneth E. Jacobs (Team Leader
David S. Gifford
William G. Vassar

DELAWARE

POSTION STATEMENT

1. Prepare State's position statement on the education of its total K-Adult population.
2. Prepare State's position statement on the Career/Occupational training of its total K-Adult population.
3. Prepare State's position statement on the vocational preparation of gifted and talented students.
4. Prepare State's position statement on the role of the guidance counselor in vocational education of gifted and talented.
5. Adopt State's position statement on vocational education of gifted and talented students.

PLANNING

1. Survey vocational programs to determine which will provide for the gifted and talented students in the state.
2. Review status of gifted and talented education in the state.
3. Review status of vocational education programs in the state.
4. Review status of guidance and counseling in the state and their role in vocational counseling.
5. Determine potential scope and size of the gifted and talented in the student population to be served in vocational education at secondary and post-secondary levels.
6. Establish awareness program in the state.
7. Enlighten professional personnel concerning vocational education of gifted and talented opportunities in the state.
8. Inform public sector of the vocational opportunities available for gifted and talented students in their state.
9. Inform gifted and talented students of the potential vocational opportunities available through vocational education in their state and region.

GOAL STATEMENT

Establish the vocational education of gifted and talented goals in the state.

Objectives	Time Line
1. Establish program objectives for gifted and talented students in the state.	April 1, 1977
Programs:	
2. Identify state task force members.	Two months following conference
3. Develop an awareness program as follow-up to the conference of vocational education of gifted and talented.	Two months following conference
4. Implement a vocational education of gifted and talented program in the state.	To be set as required
Reporting:	
5. Prepare and submit all necessary reports.	Two months following conference

Adam Fisher (Team Leader)
Connie I. Allen
Clifton Hutton

DISTRICT OF COLUMBIA

POSITION STATEMENT

The overall mission of Career Development Programs (Vocational Education) is to provide all students (disadvantaged, handicapped, gifted and talented and regular), both male and female including in and out-of-school youth and adults, with a learning environment which will enable them to:

1. Acquire theoretical knowledge and specialized marketable skills
2. Receive supportive services required for gainful employment in career-entry or re-entry jobs of their choice
3. Develop background for continued education in post-secondary institutions or technical training programs.

The District of Columbia Public School system recognizes the fact that the gifted and talented are a unique population differing markedly from their age peers in abilities, talents, interests, and psychological maturity.

Vocational opportunities for the gifted and talented are numerous in today's technological society. Many needs must be served including: reaching energy independence in America, stimulating economic recovery through business and industry, reducing inflation and deficit spending, providing leadership at all levels in government, cleaning up the environment, and satisfying tomorrow's problems.

"The gifted and talented person cannot solve, nor be expected to solve, all of the society's problems. But, at the same time, he/she must be given the opportunity to grow and learn within our educational system in an effective and satisfying manner. All possible means, educational programs, and concepts must be researched, evaluated, and implemented to allow the gifted and talented person the opportunity to reach a self-satisfying level of achievement."

"Vocational education is a desirable alternative that can provide meaningful and effective experiences for the gifted and talented person. But it will probably involve making changes in the traditional vocational education program if it is to adequately serve the gifted and talented student. This is true of any educational program used to meet the educational needs of an exceptional student or group of students.

Objectives	Time Line
1. Expand vocational awareness programs to meet the needs of the gifted and talented.	March 1977
2. Modify and expand existing evening school programs to include the gifted and talented.	May 1977

Objectives	Time Line
3. Identify the gifted and talented students already enrolled in the schools, grades K-12.	April 1977
4. Provide cooperative education experiences for the gifted and talented students.	June 1977 - August 1977
5. Expand the existing Alternative Education Programs to meet the needs of the gifted and talented students.	June 1977 - August 1977
6. Increase the dissemination of program offerings in the specialized schools which will offer career options to the gifted and talented student.	May 1977

David White (Team Leader)
James Gillespie
Cassandra E. Hall
Nathaniel Hill
Harry T. Vincent

FLORIDA

GOAL STATEMENT

To implement, expand and improve vocational education opportunities for the gifted and talented in the state of Florida (5-year plan).

Objectives	Time Line
1. Generate awareness, among decision-makers at the state level, of the need for vocational education for gifted and talented students.	June 30, 1977
2. Assess the number of gifted and talented students being provided vocational education as well as those gifted and talented students who need to have those opportunities provided.	November 15, 1977
3. Disseminate position statement, supportive document to state and local level decision-makers.	February 1, 1978
4. To implement statewide workshops and in-service training to inform counselors, vocational educators, gifted and talented educators about the need to emphasize the need for vocational education for gifted and talented.	June 30, 1978
5. To broaden representation on State Vocational Advisory Council to include person(s) from the area of gifted and talented education.	June 30, 1978
6. To provide in the state plan provision for the gifted and talented.	
7. To develop vocational curriculum especially designed for the gifted and talented.	January 7, 1979
8. Implement curriculum.	January 1, 1982

Janice Rouse (Team Leader)
Thomas C. Swift

GEORGIA*

POSITION STATEMENT

In fulfilling its responsibilities for the education of Georgia's children, youth and adults, the State Board of Education has recognized several facts which are:

1. Vocational education is a vital component of the total education of an individual and is the right of every citizen who needs it, desires it, and can benefit by it. It is a continuous process which extends from childhood through adulthood, and is designed to develop work attitudes, saleable skills and usable knowledge for employment. It includes awareness and exploration of career choices in the lower and middle school grades, training in broad occupational clusters in the high school grades and specialized training and re-training of adults. For the gifted, it includes career exploration into a number of professional and non-professional positions.

2. Vocational education programs and services must be provided for both sexes, as well as for students who have special educational needs and cannot have those needs met in the regular vocational education setting. For gifted students a special vocational education program will of necessity have to be designed and implemented.

3. Within the 188 local education agencies in the state, there are identifiable children, youth and adults who because of high mental ability or outstanding abilities in a specific area have special educational needs, and in order to develop to their fullest potential need an educational program specially designed for them. This program should include experiences in career education or other aspects of vocational education which will help them to better understand the world of work.

4. Guidance services are a vital component in the educational process and should include the involvement of the total educational staff in career and educational planning.

The State Board of Education endorses the development and operation of special education programs for all gifted and talented children, youth and adults which include participation in vocational education programs. It further endorses the establishment and operation of special guidance services for the gifted and talented which utilize the expertise of a total education staff.

To fulfill its responsibility to gifted and talented students provisions for expanding present program offerings for gifted and talented student to include opportunities in vocational education and career exploration and development shall be incorporated in existing state plans for vocational education, the education of the gifted and guidance and counseling.

*This plan has not been approved by the Georgia State Board of Education, therefore, cannot be considered an official plan.

State plans in vocational education, the gifted and talented, and guidance and counseling, shall reflect the inclusion of vocational education opportunities.

Objectives	Time Line
1. Postion Statement: To develop a position statement concerning the role of vocational education and career education in the education of the gifted and talented.	February 1977
2. State Plan: To incorporate into existing state plans statements and plans relative to vocational education and gifted and talented.	April 1977
3. State Task Force: To establish a state task force whose responsibility will be to make long range state plans for the incorporation of vocational education for gifted and talented into education programs for the gifted and talented.	May 1977
4. Assessment of Needs: To assess the vocational and career education needs of gifted students, including those presently identified as such and those who have gone through the educational system on a statewide basis.	June 1977
5. Awareness: To create within the State Department of Education an awareness as to vocational and career education needs of the gifted and talented.	
6. Statewide Awareness: To conduct statewide awareness conferences dealing in the career and vocational education needs of gifted and talented students.	October 1977
7. Local Education Agency Plans.	November 1977
8. Parent Education: To establish and conduct a parent education program for parents of the gifted that deals with the area of the gifted and career vocational education.	October 1977

Margaret Bynum (Team Leader
Mildred Hutchenson
Frances King

John H. Lloyd
Jerry Roseberry

HAWAII

PHILOSOPHY

It is the responsibility of the educational systems of Hawaii to provide equal opportunities for quality education for all students regardless of their intellectual capacities, aptitudes, interests, and aspirations. Vocational education is a means of assisting individuals to achieve self-fulfillment as well as a major means of promoting the social and economic growth of the state. Emphasis is placed on the total development of the individual to maximize his or her potential for fulfilling personal, social, and career goals and to meet the needs and requirements of a productive society. To this end the gifted and talented should be encouraged to participate in vocational education programs for it is this maximum development of the individual which is paramount.

PLAN OF ACTIVITIES

The three participants of the Conference on the Vocational Preparation of Gifted and Talented Students will meet with the Program Specialist for the Gifted and Talented, Department of Education, representative(s) from the community college system and a representative from the State Advisory Council on Vocational Education to:

Objectives	Time Line
1. Call attention to and have representatives from the educational agencies become aware of the need for providing opportunities in vocational education for gifted and talented students.	May 1977
2. Discuss plans for articulation between and among secondary and post-secondary institutions.	May 1977
3. Schedule summer workshops for vocational educators at the secondary level to encourage them to identify activities for gifted and talented students.	August 1977
4. Schedule summer workshops for guidance counselors at the secondary level to encourage them to identify activities for gifted and talented students.	August 1977
5. Schedule summer workshops for secondary school administrators to become aware of the role of vocational education in serving gifted and talented students.	August 1977

Objectives	Time Line
6. Share and dissemina[illegible]rials pertaining to serving the gifted and talented students with both secondary and post-secondary administrators and educators.	Continuous
7. Show the slide/tape presentation, "Vocational Opportunities For A Most Valuable Resource: America's Gifted and Talented Students" at the various workshops and community group meetings.	Conti[illegible]us
8. Enlist the support of community groups.	Continuous
9. Inform key administrators of non-vocational education programs of activities and plans for meeting the needs of gifted and talented students.	August 1977
10. Establish an ad hoc advisory group to assist in the planning of other pertinent activities for gifted and talented students.	May 1977
11. Purchase educational materials pertaining to serving gifted and talented students.	Continuous
12. Encourage, promote, and support activities regarding meeting the needs of gifted and talented students.	Continuous
13. Encourage teacher educators to expand their course contents to assist teachers and counselors to better serve gifted and talented students.	

DEFINITIONS

"The term 'vocational education' means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree; and, for purposes of this paragraph, the term 'organized education program' means only (A) instruction related to the occupation or occupations for which the students are in training, and (B) the acquisition, maintenance, and repair of instructional supplies, teaching aids and equipment; and the term 'vocational education' does not mean the construction, requisition or initial equipment of buildings, or the acquisition or rental of land." (Public Law 94-482, Title II, Part C)

"Vocational Education in the State of Hawaii is defined as education which may include programs on the baccalaureate level dealing in an organized and systematic manner with the acquisition of the knowledge, skills, and attitudes that are necessary for entry into and successful progress within specific occupations or job-families." (State Master Plan for Vocational Education)

"Career Education consists of all those activities and experiences through which one learns about work. As such, it makes no restrictions in meaning whether one speaks about work of the homemaker, the musician, the lawyer, or the bricklayer. Some work will require advanced college degrees while other work may include no formal school of any kind. Some work will be in the form of primary work roles, paid or unpaid, while other work will be carried out as part of one's leisure time." (Office of Academic Affairs, University of Hawaii)

"Career Education is the process of developing knowledge, skills, attitudes and values to equip individuals for fulfilling their unique needs for occupational choice, social and civic responsibilities, leisure-time activities, and personal growth and development accomplished through five levels: (1) awareness; (2) exploration; (3) preparation; (4) placement; (5) continuing adult education." (Hawaii Career Development Continuum)

Sampson Shigetomi (Team Leader)
Larry Inaba
Barbara White

IDAHO

POSITION STATEMENT

1. Whereas there are gifted and talented students in the schools of Idaho whose potentials are not being realized, this position paper is written. Gifted and talented students are defined as per definition in the Guidelines for Gifted and Talented Programs, Idaho State Board of Education, 1975. The definition "gifted and talented" refers to those students identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance." According to the Idaho State Code, the district must provide free and appropriate education experience for all students age 6-16, and may provide free and appropriate education for ages 5-21. Community Education, Vocational Education, higher education and Adult Basic Education are providing for adult educational needs.

2. The State of Idaho's position on career/vocational training is reflected by the development of a State Career Education plan and the State Plan for Vocational Education, which includes one-year and five-year goals.

3. Within the State Rules and Regulations for Exceptional Children (February 1977) are provisions for identification, selection, instructional models, and reimbursement for approved programs.

4. Idaho's position on the role of its professional educators at all levels, which includes counselors, classroom teachers, teacher educators, and administrators, is providing for comprehensive education which leads to occupational success and satisfaction.

5. Resulting from career/vocational satisfaction, students in Idaho educational programs will attain self-realization and life-satisfaction goals.

6. The state of Idaho recognizes the roles of the community, adults, parents, and individuals in providing for fiscal and human resources related to the life/career/vocational educational process.

Objectives	Time Line
1. Form a Task Force to develop a plan, task force to be composed of five team members from vocational education for the gifted and talented workshop, secondary school vocational teacher, secondary school vocational counselor, state consultant for gifted/talented, representative from superintendents association, and representative from State Board for Higher Education.	
2. Meet in Boise or Caldwell to identify objectives, develop activities to achieve these objectives,	May 2, 1977

Objectives	Time Line
request proposals for pilot programs, discuss using EPDA and/or the 1977 Summer Conference to develop an awareness of vocational education for the gifted and talented in other vocational education personnel.	
3. Call for proposals in above item #2.	October 1977
4. Field test	Spring 1978
5. Evaluate and recycle	1978-79 school year

Roger Sathre (Team Leader)
Kris Beyers
Bert W. Nixon
Roger Reynoldson
Mel Streeter

ILLINOIS

POSITION STATEMENT

The State Team concurs on the following preliminary paper expressive of their position on education, education of the gifted and talented, and the role of vocational education.

The State of Illinois has a basic responsibility to provide every individual with equal access to optimum personal development so that each individual can contribute to a free, open, and democratic society in a responsible, productive and human way. Specific standards for the purpose of recognition must include certain minimal, qualitative and quantitative measures which are important in these desired goals. These standards are designed to encourage innovative approaches, and include mastery of basic skills, feeling of self-worth on the part of all students, experiences which help students adapt to world of change, opportunities in training for the world of work, opportunities for students to express the full extent of their creativity, and experiences which result in habits and attitudes associated with citizenship responsibilities.

The State's position on the education of its gifted and talented children is as follows:

> Gifted and talented children are those children who can profit from a differential educational program due to their exceptional mental capacities. These capacities may manifest themselves in six talent areas; namely,
>
> 1. general intellectual ability
> 2. specific academic aptitude
> 3. creative or productive thinking
> 4. leadership
> 5. visual and performing arts
> 6. psychomotor ability.

The State of Illinois funds programs in all six areas for up to 5% of any school district's average daily attendance, based on a formula maximum.

This conception of provisions for the gifted is consistent with the State's position in the whole area of special education; namely, that all children whose performance is significantly deviant from the norm should receive a differentiated educational program in the least restrictive setting.

A program for the gifted should consist of consideration for at least the following three factors:

1. A flexible method of organization

2. Grouping opportunities

3. Counseling and follow-up services.

School districts applying for gifted funds can receive the services of an Area Service Center within their regional area. ASC staff provides in-service and consultative services to school districts working on gifted programs. Nine such centers are funded throughout the State.

The State's position on vocational education includes the following points:

> Vocational education is a high priority of DVTE, as expressed by the number of activities, projects and programs it has funded, and the consulting services it has provided.
>
> Major thrusts of vocational education at the secondary and post-secondary levels are in the areas of student counseling and guidance, vocational training programs, and special projects.
>
> There is a need to modify and correct the misconception of vocational education held by some school personnel, students, parents, and the community as to the creative and expanding role, function, activity, and contribution of this vocational education and its relationship to the total education program.
>
> There is a general awareness of the purpose of vocational education among the State's educators, but this awareness needs to be translated into further action by a clearer understanding and commitment by more administrators and district level policy makers.
>
> The responsibility role of the State to develop programs, workshops, activities and projects in vocational/gifted education is clear and articulated.

The fact that state-funded programs for the gifted emphasize an expanded definition of who the gifted are and what kinds of programs are suitable for them, the impact of vocational education in this domain is very helpful. Not only does this involvement imply a wider array of alternative programs for the gifted student, it also provides the opportunity for greater counseling provisions than they as a group have been afforded in the past. Thus the emergence of a confluent model for vocational/gifted education programs is a positive asset and expansion of concepts for the entire field.

Objectives

1. To support the development of innovative programs, activities, and projects for vocational/gifted education demands the development of a comprehensive state plan which can include the following:

   a. Needs analysis

Objectives

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b. Program planning

c. Professional development - in-service training

d. Curriculum development

e. Instruction

f. Promotion and dissemination

g. Counseling and guidance

h. Evaluation

2. Representatives from both the vocational and gifted areas will be included in the development of these items so as to have maximum impact upon the state. The inclusion of community agencies, volunteer pools and parents is integral to successful implementing of this confluent model, and its need to represent diversified target populations.

3. The State Team is committed to initiating and developing such a plan, and to the establishing of programs and activities which support and evidence this position.

Dwight Davis (Team Leader)
Robert Rubenow
Joyce Van Tassel

INDIANA

POSITION STATEMENT

One of the overall goals of education is to prepare individuals to assume, among other roles, those of worker, citizen, parent, leisure pursuer, and consumer.

Vocational Education lends itself to this major goal of education by:

1. being responsive to the needs of all individuals that wish to participate in occupational preparation;
2. serving as a vehicle for exploring career potentials of special needs populations which would include groups such as the disadvantaged, and handicapped, gifted and talented, minorities, persons seeking non-traditional careers, and school leavers;
3. providing training that ranges from basic competencies to technical skill development as related to individual needs and abilities.

A concerted program of staff development must be planned to assist administrators, guidance/counseling personnel, vocational educators and other school personnel to understand and utilize the potential of vocational education in serving the unique interests and abilities of special needs individuals. Business, industry, labor, government, community, and parents must be actively included as a valuable and realistic resource in providing these vocational education programs.

GOAL STATEMENT

Educational decision-makers shall be encouraged to provide vocational education programs that allow for the unique interests, abilities, needs, career aspirations, and life goals of the gifted and talented students.

A state-wide awareness will be fostered among educators, the public and the gifted and talented students to the potentially life-satisfying occupations/careers available through vocational education programs

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Objectives

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1. Meeting will be scheduled with the Division of Vocational Education Director and Executive Officer, State Board of Vocational-Technical Education, to share information gathered from the conference on

Objectives

gifted and talented vocational education and to determine future direction in Indiana regarding the population as regards vocational education programs.

2. Meetings will be scheduled with various divisions within the Indiana Department of Public Instruction which would have policy statements and/or state plans that would have relevance to the gifted and talented students. Purpose of such meetings will be to glean information that would be appropriate to a vocational education policy statement and/or state plan for the gifted and talented and to insure that this policy statement/plan would be in concert with the others in the Department.

3. A revised policy statement concerning vocational education for gifted and talented students will be drafted.

4. Awareness activities concerning vocational education and the gifted and talented will be initiated.

   a. Inclusion of the topic at appropriate state-called workshops and conferences, i.e., spring career guidance conference, spring special needs conference;

   b. Newsletter articles on the topic;

   c. Information on the topic will be disseminated to the State Advisory Council on Vocational-Technical Education and other agencies and organizations related to vocational education in Indiana;

   d. Gather information on any on-going programs within the State of Indiana and in other states and begin to communicate this information throughout the state.

5. Provide a resource team to assist LEA's who have an interest in developing vocational education programs for gifted and talented students.

6. Exploration of possible sources of resources for the development of vocational education programs for gifted and talented students.

Roger Newnum (Team Leader) H. Stephen Hewlett Kim Powers

KANSAS

POSITION STATEMENT

In accordance with State Law, Kansas' Vocational Education Department is mandated to work directly with Special Education to insure an equal education for all children. For this reason, the materials developed by the VE/GT will become an integral part of the Vocational Teacher Education Program. Kansas is in the process of working with their three vocational institutions to develop courses to upgrade their existing vocational programs. One method of doing this is to make the VE/GT materials available to as many persons as possible to make them aware of what is happening with gifted children.

Objectives	Time Line
1. Review of VE/GT materials.	May 1977
2. Reproduction of Slide/Tape Presentation by the Curriculum Center, Pittsburg, Kansas.	June 1977
3. Dissemination of materials to three Vocational Teachers Training Institutions: Pittsburg State University, Imporia State University, Kansas State University.	June 1977
4. Use of materials by these institutions for extension courses and for summer, fall and spring terms.	1977-1978
5. Retain one set of materials at the state department for use on request.	June 1977
6. Use of materials for area vocational meetings.	Fall 1977

Dean Prochaska
Harold Anglin

KENTUCKY

POSITION STATEMENT

It is the position of the Kentucky Department of Education that provisions will be made to provide a comprehensive education meeting the needs of the total K-adult population and leading to self-realization and life satisfaction through the pursuit of a life-satisfying career or occupation.

Kentucky supports programs of career and occupational training as evidenced by its current efforts to implement the Kentucky Career Education law in all districts through planning and infusion into the curriculum, and the proposed formation of a Department of Occupational Education which attempts to meet the needs of vocational students, post-secondary students, and out-of-school adults.

Educational programs appropriate for all exceptional children and youth must be provided either on the basis of federal regulations or State Board of Education policy. The children and youth include all categories of special education and the gifted and/or talented. The State Board of Education has approved the U.S.O.E. definition of the gifted: "those children and youth, identified by professionally qualified persons, who by virtue of outstanding abilities are capable of high performance." These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society. The abilities, either potential or demonstrated, include: general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts and psychomotor ability.

The State seeks to have all of its professional educators at all levels to provide a comprehensive education leading towards self-realization and life satisfaction among individuals who are:

1. capable of living in harmony with others,
2. making decisions wisely,
3. planning and implementing career and life goals.

The guidance counselor, because of the nature of their work, and the vocational educator, because of their ability to provide practical experience for students play an especially important role in achieving these ends.

Every citizen in Kentucky has the right to and should be brought to face the need and responsibility of choosing a life career. They should prepare themselves for that career with assistance for career identification and preparation programs based upon input from the following groups: business and industry, education, lay citizens, parents, students, and community leaders. These groups currently comprise the advisory committee structure in Kentucky. By assisting persons with identifying the need for a life career, we must then provide the preparation programs for them.

The Bureau of Instruction, the Division of Guidance, and the Bureau of Vocational Education recognizes (as do all parts of the Kentucky Department of Education) the importance of vocational education as a viable alternative in meeting the developmental needs of gifted and talented students.

The Department seeks to specifically aid the gifted and talented students in their exploration of vocational education by:

1. identifying those persons possessing special abilties,
2. providing them with information,
3. seeking to identify and meet their developmental needs, and
4. providing programs for them.

This position statement is consistent with the "Goals in Education in Kentucky" as approved by the State Board of Education and is also consistent with the policies of those Bureaus within the State Department of Education responsible for carrying out the activities designed to achieve the goals.

GOAL STATEMENT

The goal of the Kentucky Department of Education is to create and/or increase an awareness among students, educators, and citizens of vocational education alternatives available to gifted and talented persons in line with their unique gift or talents in order to facilitate maximum development of their potential.

Objectives	Time Line
1. Prepare initial position statement on education of total K-adult population.	March 1977
2. Clarify position of Kentucky Department of Education and State Board of Education.	March 1977
3. Clarify position of Intrabureau office.	March 1977
4. Clarify position of Bureau of Vocational Education.	March 1977
5. Clarify position of Bureau of Instruction.	March 1977
6. Clarify position of Division of Guidance.	March 1977
7. Clarify position of Office of Career Education.	March 1977
8. Refine and adopt position statement.	March 1977

Objectives	Time Line
9. Assess current program of professional preparation for: administrators, vocational education teachers, guidance counselors, and gifted and talented teachers.	FY 1978
10. Assess offerings in vocational education available to gifted and talented students.	FY 1978
11. Assess resources available for curriculum changes in vocational programs.	FY 1978
12. Assess current program offerings for gifted and talented students.	FY 1978
13. Assess status of counseling program for vocational education and gifted and talented offerings.	FY 1978
14. Identify members of State Education Agency task force.	March 1, 1977
15. Synthesize information from clarification meetings and assessment findings.	FY 1978
16. Establish Regional agency task forces.	FY 1978
17. Convene advisory meetings of representatives from the public and private sector.	FY 1978
18. Develop comprehensive State Plan for vocational education of gifted and talented.	June 1978
19. Conduct awareness training within the State Education Agency through: Intrabureau meetings, Bureau meetings, Division meetings, SEA sponsored conferences.	August 1978
20. Conduct awareness training outside the State Education Agency by utilizing: professional organizations, conferences, workshops, LEA in-service, and community agencies.	FY 1979
21. Disseminate information relative to vocational education of gifted and talented through: publications and SEA news services.	July 1978
22. Assist LEAs through providng consultative services.	July 1978
23. Identify model programs.	FY 1979

Objectives	Time Line
24. Indicate organizational possibilities.	FY 1979
25. Develop levels of content to be included in programs.	FY 1979
26. Develop identification procedures to select and screen students for programs.	July 1978
27. Conduct regular evaluation of status of implementation of state plan.	Quarterly beginning FY 1978

Carolyn Van Hoose (Team Leader)
Joseph T. Clark
William Gary Steinkilber

MAINE

INTRODUCTION

The following portion of the Mission and Goals Statement of the Department of Educational and Cultural Services provides an explanation of why the education of Maine's gifted and talented students is an appropriate activity and concern.

> "Major Policy: Provide comprehensive educational planning and leadership so that high-quality educational services will be available to all Maine people, relating those services to other social, economic, and cultural and governmental programs and activities. Services should be designed so that each individual can receive the knowledge, understanding and training to become a self-reliant, productive and satisfied citizen. The services should be organized and delivered so that individuals may continue learning throughout life in order to be able to cope with change.
>
> Goal 1: Improve the breadth and quality of pre-school, elementary and secondary education for all Maine youth.
>
> Objective #1: Develop educational processes that personalize and individualize school experiences from pre-school activities through graduation from high school."

The Mission and Goals Statement was approved by the State Board of Education on December 6, 1973.

POSITION STATEMENT

The Maine State Department of Educational and Cultural Services is committed to the philosophy of providing opportunities for the gifted and talented in Grades K-12 in accordance with existing statutes, guidelines, goals of the Department, and policy statements of the State Board of Education. Further, it is the position of the Department to actively promote and help develop opportunities for gifted and talented students at all educational levels and in all curricular areas.

ASSUMPTIONS

1. Gifted and talented children as a group differ from others in learning ability; they learn faster, remember more and think more deeply.
2. As adults, gifted and talented persons properly identified and provided with appropriate educational programs tend to perform beyond the average and generally assume distinctive social roles as leaders in the reconstruction and advancement of whatever lines of activity they pursue.

3. The proportion of gifted and talented persons in any random population is believed to be between 3% to 5%; this number would show above-normal characteristics in one or more of the following areas: Academics, Creativity, Kinesthetics, and Psychosocial Behavior.

4. When gifted and talented students are not identified and allowed to develop and express their characteristics freely, these characteristics may be submerged or lost and the individuals will frequently become alienated from school and from society. When this occurs, or when these characteristics are not permitted to grow and flourish, the state and the country suffer an irretrievable loss.

5. The regular school curriculum only approximates the demands of either the greater learning capacity or the anticipated future social roles of gifted and talented persons. Educational opportunities can be devised that do more adequately meet these basic needs. Such opportunities, being uniquely suited for the gifted and talented, are both unnecessary and inappropriate for all students.

6. Differentiated educational provisions for the gifted and talented lead to the discovery of more such individuals, improve their education and launch them earlier into their chosen roles so that society, as well as the individuals themselves, may enjoy longer the fruits of their productive satisfying and creative labors.

RATIONALE

Education of the gifted and talented is an extension of adapting instruction to the needs of the individual student. Education of the gifted and talented can be no better than the totality of educational provisions in the community. Neither the general nor the special case can be dealt with in the absence of positive attitudes on the part of the community towards education and all intellectual and creative endeavors.

Opportunities in education for the gifted and talented should be formed from a general philosophy of education and with respect to the special aims of the curricula. Of primary importance are provisions for the identification of gifted and talented students, taking into account the limitations of both testing and observational criteria; also taking into account the differential effect on children's development of their neighborhoods and communities.

Following identification, opportunities developed for the gifted and talented must be closely related to the full program of the school, with effective two-way communications between teachers and students, involved in the special offerings and those in the remainder of the school and the school system.

The major emphasis in improving the learning opportunities (both formal and informal) of the gifted and talented should be placed on instructional techniques, curriculum alternatives, and counseling and guidance services, in order to produce a maximally effective program. Continuity of planning and programming is essential. Of critical importance is the motivation of gifted and talented students so they may achieve results consistent with their potential.

Gifted and talented students must be viewed as children first. They have normal developmental needs and face the same tasks in growing up in our society as do all children. If a functional curriculum is of value to all students, it should be pursued by gifted and talented students as well. Bright children have a need for mastery of fundamentals, but their earlier achievements should also be recognized.

In subject matter areas, the aim should not be encyclopedic coverage, but rather the stimulation of interest and arousal of motivation for continued study. A major goal is the development of independence in learning; methods should develop the ability of the students to work by themselves and in small groups, and should not be restricted to completion of ever more detailed assignments made by the teacher. Critical thinking should stand high in the aims to be achieved, and as potential leaders in their future roles, gifted and talented students need a sense of social responsibility.

The program nature should be characterized by balance and breadth, but opportunity for specialization in keeping with the students' interests should appear early. Emphasis on all-round developments should be tempered by recognition of the fact that bright children may also have special spheres of interest and special blind spots; they should not be deprived of the opportunity to pursue their special strengths because of poorer performance in areas of weakness. Such an approach to learning requires flexibility in the curriculum and in the teacher, and understanding on the part of the counselor and the community.

Continuity in provisions for the gifted and talented involves continuity in instruction, in the curriculum, and in guidance. Recognition of the strategic role of instruction in the education of the gifted and talented underlies the importance of the teacher as the key figure in the total growth and development of the gifted and talented student.

DEFINITIONS

"Gifted and talented" are those identified by professionally qualified persons who, by virtue of outstanding ability, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

"Children capable of high performance" include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination: general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts, and psychomotor ability.

"Professionally qualified persons" include such individuals as teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians and others with special training who are also qualified to appraise pupils' special competencies.

"Differentiated educational programs" are those which display characteristics such as: (a) a differentiated curriculum which denotes higher cognitive and affective concepts and processes; (b) instructional strategies and curriculum content which accommodate the learning styles of the gifted and talented; (c) special grouping arrangements which include a variety of administrative procedures appropriate to particular children or geographic areas; i.e., special classes, summer programs, honor classes, seminars, mobile resource rooms, mentorships, apprenticeships, and the like.

SPECIAL TYPES OF GIFTEDNESS AND TALENT

The assumption that the gifted and talented are identical is erroneous. Although the gifted and talented share some fundamental characteristics, the level of development and the manifestations of these characteristics can differ significantly among individuals within the group of gifted and talented. Personal interest, motivation, values and self-awareness also interfere with the degree to which these students are alike.

The older concept of giftedness is related to academic potential or achievement which has been assessed by standardized measures. The new trend of understanding giftedness proposes that giftedness is also the display of specific aptitudes or skills related to many areas of knowledge or human undertaking. Besides the academically gifted, there can be the talented, the creatively gifted, the psychosocially gifted and the kinesthetically gifted. Emphasis has also been placed on recognizing the gifted and talented in the context of their own culture, using the knowledge and understanding of that culture as a background for identifying culturally different gifted and talented students.

Any program for the gifted and talented should consider the many, rather than the singular, aspects of giftedness. The program must provide for the distinguishable needs of the particular types of giftedness and talent, while simultaneously attending to those needs which are similarly held by all gifted and talented students. If resources are available, the articulation of a separate program should be anchored to the elements of a general program in order to insure continuity for a total program for the gifted and talented.

RELATIONSHIPS OF PROGRAMS FOR THE GIFTED AND TALENTED TO EXEMPLARY INSTRUCTIONAL MODES AND TECHNIQUES

The following exemplary instructional modes and techniques are an integral part of programs for the gifted and talented:

Personalized instruction--Instruction that is planned for the individual child including resources and activities specifically designed to meet that child's individual abilities and interests.

Ability Grouping--Subgrouping within a group to provide for the varying capabilities of members of that group.

Acceleration--In a non-graded school, acceleration means flexible movement from group to group according to one's ability or pace. In a graded school, acceleration means skipping a grade, advanced placement, moving to an advanced group, or placement in a composite group.

Enrichment--Provision for supplementing, replacing or extending the learnings of a student.

Independent Study--Individual study by a student under the guidance or direction of a teacher or other designated person.

Education for the gifted and talented must include activities, or differentiated programs, which provide for the learning styles listed above. The gifted and talented represent a group of students whose learning styles and thinking dimensions demand experiences which are outside the educational mainstream. Even though personalized instruction accommodates the gifted and talented to a greater degree than the traditional classroom operation may, it cannot replace separate programs which expose the gifted and talented students to learnings that exist beyond the confines of even the best personalized instructed classroom. The idea that one type of provision will satisfy the needs of gifted children is unacceptable. The premise that gifted and talented children are still children does not mean they are like all other children. Recognition of their capacities and potentials for learning characterizes them as deviating from the norm.

The argument that all children should have educational experiences to a greater or lesser degree as they relate to their ability to learn is one that at least gives the gifted and talented some special attention. Opportunities tailored to the gifted and talented but applied to the average student will cause frustration and failure; conversely, opportunities designed for the average and presented to the gifted and talented restrict self-fulfillment and can also cause frustration, boredom or failure.

IDENTIFICATION

In planning identification programs, it is necessary to define giftedness. This may be done at the local level. Definitions may vary from community to community, depending on what levels of ability and special talents are to be included, on considerations to be made for environmental deprivations, on the number of children to be served, and on other factors. The definition agreed upon by a majority of an advisory panel to the U. S. Office of Education provides general guidelines:

> Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

The abilities, either potential or demonstrated, to be included are *general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, ability in visual and performing arts, and psychomotor ability.* This definition of the gifted should result in identification of those children who need *special* educational provisions in order to learn and to use their capacities properly.

Identification of the gifted should be done as a series of steps. The first step is screening through the use of multiple methods; the second is identification and case study. Screening includes some or all of the following: group tests of intelligence and achievement; creativity tests; teacher nominations; peer nomination; parent information; pupil data; pupil products; and teacher and parent notations of traits and behavior. Identification involves individual testing and a complete case study and should be followed by educational plans.

FORMATION OF AN ADVISORY COUNCIL AND APPOINTMENT OF A STATE CONSULTANT FOR THE GIFTED AND TALENTED

Following approval by the Commissioner and the State Board of Education of "Education of the Gifted and Talented Position Paper" dated January, 1975, the Board was asked to appoint an Advisory Council. Members include parents, students, educators and occupational teachers, school administrators, Departmental staff, and representatives of higher education.

The Program Specialist for the Education of the Gifted and Talented serves as executive secretary of the Board. The Board is kept informed of all program developments by the executive secretary and will be actively involved in the development of a State "Plans and Priorities for the Education of the Gifted and Talented in Maine."

Donald Marchildon (Team Leader)
Richard M. Knight
Charles W. Ryan
William Warren
George Willett

MARYLAND

INTRODUCTION

Education is the cornerstone of democracy. American achievement is limited by the quality of its educational system. A sound educational system must provide equal educational opportunity for all students by offering programs that respond to the individual needs, abilities, and potential of the nation's future citizens. For this reason, each student must have the option of a multiplicity of services to insure developmental growth.

Special programs have been developed in vocational education, early childhood education, education of the physically and mentally handicapped, and other areas to meet the unique needs of many students. Yet for the most part, children with exceptional gifts and talents have been ignored. Contrary to widespread belief, the potential of each student cannot be realized without assistance. Children with great potential remain unidentified and understimulated even in the best of schools.

It is not coincidental that a large percentage of our most potentially able students is found among today's rapidly growing group of youth who have rejected contemporary society. We can only speculate about the relationship between this behavior and the lack of meaning in their school experience, but research indicates that gifted children differ markedly from their age peers in ability, talent, and interest. This problem is particularly acute for large numbers of minority group youngsters who unquestionably possess remarkable creative and leadership abilities. Too often only a handful of these potential contributors emerge as builders of society.

DEFINITIONS

Gifted and Talented Students

Gifted and talented are those preschool, elementary, or secondary students identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance in any of the following areas, singly or in combination: general intellectual ability, specific academic aptitude, creative or productive thinking ability, leadership ability, ability in visual and performing arts, and psychomotor ability. These are students who require services beyond those normally provided by the regular school program in order to maximize their contribution to self and society. Evidence of gifted and talented capabilities may be determined in many ways, including both objective and subjective measures, such as, but not limited to, intelligence tests, achievement tests, teacher nomination, professional adjudication, creativity tests, peer nomination, or other measures.

Differentiated Educational Program

A differentiated education program is unique in that it involves the use of curricula, methods, and materials beyond those practical or essential for children of lesser ability. Although considerable emphasis is placed on the development of higher level cognitive concepts and processes (divergent, convergent, and evaluative thinking), experiences in the affective and psychomotor domain are essential for the development of the gifted and talented student. In some instances the latter domains may take priority emphasis for specific talent development.

In the gifted and talented curriculum, planning is not the sole domain of educators. Students are active participants in structuring their educational experiences. A variety of curricular approaches as well as individualized and group arrangements, which are qualitatively different from general education programs, are needed: flexible scheduling, modified team teaching, ungraded sequencing of materials, independent study on and off campus, seminars, institutes, workshops, study through travel, and mentor learning experiences.

Successful implementation of a differentiated program is dependent upon the development of appropriate learning experiences and alternatives to match the specialized talents and gifts of each student.

MARYLAND PLAN FOR GIFTED AND TALENTED PROGRAMS

The purpose of the Maryland Plan is to encourage and assist the 24 local school systems in the initiation, development, and improvement of educational services for gifted and talented students.

The responsibility for providing educational programs to all on equal terms belongs to the local education agency. It is recommended that each local education agency develop plans and provide funds for programs for gifted and talented students. Each local education agency, with the assistance of the State Department of Education, should develop procedures and criteria for identifying gifted and talented students and develop schedules with pertinent milestones to achieve program implementation.

Objectives

1. To provide leadership to the 24 local school systems in the initiation, development, and implementation of programs for the gifted and talented.
    - a. Establish position of consultant for gifted and talented programs.
    - b. Encourage the assignment of staff at the local level to coordinate programs for gifted and talented.
    - c. Appoint a broadly representative State Advisory Council.

Objectives

   d. Establish a Department working team for gifted and talented.

   e. Develop long-range (5 years) and short-range (1 year) action plans.

2. To develop broad-based support for gifted and talented programs at all levels. The support of all groups concerned with the education of gifted and talented students should be sought, including but not limited to department of education leaders, local education leaders, school administrators, teachers, students, parents, legislators, college and university educators, and others.

   a. Establish a communications network among designated representatives of the Maryland State Department of Education, LEA's parent groups, and institutions of higher education.

   b. Disseminate information through print and graphic media, conferences, meetings, and workshops to all persons and groups interested in gifted and talented.

   c. Encourage LEA's to involve teachers, students, parents, and citizen groups in the development of programs for the gifted and talented.

   d. Develop and conduct activities for citizen groups to foster awareness, understanding, and support for gifted and talented programs.

3. To collect, organize, and develop information, materials, and statistical data necessary for the development of programs for the gifted and talented.

   a. Identify baseline data on gifted and talented students at all grade levels prior to the implementation of programs.

   b. Collect, analyze, and disseminate baseline data to LEA's.

   c. Compile and disseminate information on programs, financial resources, and opportunities available for gifted and talented students outside of the public schools.

Objectives

- d. Compile and disseminate information on the availability of interested professionals in various disciplines to work with gifted and talented students.

4. To develop effective procedures and instruments to be used in the identification of gifted and talented students.

    - a. Determine a rationale for the identification of gifted and talented students.

    - b. Develop and disseminate general guidelines for the identification of gifted and talented students.

    - c. Assist LEA's to develop comprehensive identification procedures, including screening measures as well as criteria for persons qualified to select students for gifted and talented programs.

    - d. Assist LEA's to refine and evaluate screening procedures.

    - e. Disseminate refined screening measures and guidelines.

5. To develop and implement qualitatively differentiated curricular programs at all grade levels.

    - a. Appoint State task forces to define differentiated programs in various curricular areas.

        1. Determine the characteristics of gifted and talented students in each curricular area.

        2. Determine the needs of gifted and talented students in each curricular area.

        3. Determine which of these can be met in regular classrooms and which require other arrangements.

    - b. Assist LEA's in the development of plans for qualitatively differentiated programs in curricular areas.

c. Assist LEA's to develop designs and guidelines for implementing and evaluating differentiated programs in each curricular area.

d. Identify, develop, and evaluate model programs and demonstration projects in curricular areas which exemplify successful elements of qualitatively differentiated programs.

e. Develop resource centers to provide continuous technical assistance to LEA's, students, and others for program development in curricular areas.

f. Identify and evaluate organizational patterns which enhance differentiated programs.

g. Assist LEA's in the identification and development of differentiated instructional materials, equipment, and other resources in curricular areas.

h. Develop criteria to evaluate learning processes utilized in differentiated programs in curricular areas.

6. To develop and implement training programs and activities for administrators, teachers, parents, and other community leaders to allow for the development and continued improvement of gifted and talented programs.

a. Cooperate with institutions of higher learning in the development of graduate programs for administrators and teachers in all identified areas of talent.

b. Cooperate with institutions of higher learning in the development of graduate programs for teachers of gifted and talented students.

c. Plan and conduct in-service programs and workshops for teachers in various regions of the state.

- d. Develop and conduct leadership training institutes for school administrators and supervisors.
- e. Establish technical assistance systems for gifted and talented programs in each region.
- f. Arrange for educators, interested citizens, and others to observe exemplary programs for gifted and talented students.
- g. Develop and implement procedures for evaluating in-service training programs.
- h. Develop and implement procedures to train volunteers involved in mentorship programs.

7. To assist in the development and implementation of research related to programs for gifted and talented students.

    - a. Identify significant research dealing with all aspects of programs for gifted and talented students.
    - b. Cooperate with LEA's and institutions of higher education in the identification of needed research.
    - c. Cooperate with LEA's and institutions of higher education in the initiation of research activities related to gifted and talented programs.
    - d. Disseminate research data on gifted and talented students and programs.

8. To seek financial resources to assure the planning, development, implementation, and evaluation needed to maintain programs to meet the needs of gifted and talented students.

    - a. Provide for projections in the Maryland State Department of Education budget to initiate and maintain programs for gifted and talented students.

b. Search existing federal legislation to determine what monies from discretionary and categorical sources might be directly or indirectly related to programs for the gifted and talented.

c. Develop a systematic plan to initiate needed legislation that shall provide State funds for programs for the gifted and talented.

d. Appoint an ad hoc committee to seek funds from foundations, industry, and business to support identifiable regional and State components of a comprehensive plan for programs for the gifted and talented. State components of a comprehensive plan for programs for the gifted and talented.

e. Establish procedures to coordinate the various resources of funding (federal, State, local, private) that may be obtained to support a comprehensive program for the gifted and talented.

9. To coordinate efforts for the education of gifted and talented at the local, State, and national levels.

a. Identify various local, regional, and State educational resources available for gifted and talented students.

b. Identify various local, regional, and State cultural resources available for gifted and talented students.

c. Develop cooperative efforts among various institutions having programs for gifted and talented students.

d. Develop regional and State centers which extend and enrich regular school programs for gifted and talented students.

e. Participate in interstate and national projects and activities.

Objectives

f. Develop cooperative efforts among institutions of higher learning to provide flexible curricular opportunities reflecting the needs of gifted and talented students in elementary and secondary schools.

Harold Lott (Team Leader)
David Kimmel
Joseph P. DeSantis

MINNESOTA

POSITION STATEMENT

We in Minnesota recognize that at the present time there are Minnesota State Board Approved Plans in Career Education and in Education of the Gifted. A State Plan in Vocational Education is currently being developed. It is desirable that a synthesis of these three plans be developed and that any activity involving the synthesis of these plans not be in conflict with any precepts included in any one of these individual plans. In addition to this synthesis of the three state plans, we believe that the role of the guidance counselor is pivotal to vocational education of the gifted and talented.

This position statement will be in agreement with the Minnesota State Department of Education's general philosophy of education which states that:

In 1976 the Minnesota State Legislature passed the Bill (commonly known as the PER Bill) which recommends that all school districts in Minnesota involve input from representatives from the community, adults, parents, and students as well as educators in developing their school educational plans. Each educational plan should include planning of the life/careers/occupational education process.

The following statements from the State Plan for Career Education (approved by the Minnesota State Board of Education on December 13, 1976) are applicable to the needs of the gifted and talented student:

1. Minnesota education needs to provide adaptability skills required to keep pace with our rapidly changing society, including the world of work. Many persons leave our educational systems at both the secondary and post-secondary levels poorly equipped with those skills which are essential for making successful transitions between school and work as a lifelong pattern.

2. Students need to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both those who remain to graduate and those who leave prior to graduation.

3. Minnesota education needs to educate for the broadest range of career options available to our society.

4. Persons need to become familiar with the requirements and rewards of various careers in order to make career decisions in their own best interest.

5. There is a need for the elimination of all sterotyping in career roles based on income level, sex, ethnic or minority group membership, physical or mental attributes and cultural or religious beliefs which should be reflected in the educational and work options typically pictured for these persons through our educational system.

6. The public, including parents, students and the business-labor community, should be given the opportunity to participate in the development and evaluation of career educational policy.

7. Minnesota education needs to meet the special career development needs of females, minorities, economically disadvantaged, handicapped and gifted and talented persons in our society.

8. Parents have a need for involvement in the career development of their children. This parental involvement requires educational support.

Additional statements from the State Plan for Vocational Education will be included when it is available.

On April 12, 1976, the Minnesota State Board of Education approved Experimental Guidelines: Gifted and Talented.

GOAL STATEMENTS

1. Appropriate measures should be taken to insure that the gifted students entering vocational education courses be provided options consistent with their levels of ability.
    a. Use of competency-based criteria for course completion rather than numbers of hours.
    b. Recognition of the necessity for subject-related courses at a level which enables the gifted students to become prepared for career choices beyond those currently applied to the vocational offerings, (This concept is stressed in the book Vocational and Career Education: Concepts and Operations by Calfrey Calhoun and Alton Finch: Wadsworth Publishing Co., Inc., 1976 as cited on page 46 of Vocational Education: A Challenging Alternative for the Gifted and Talented Student by Bruce Milne and others, Educational Research and Service Center, The University of South Dakota, Vermillion, South Dakota, 1976.).
    c. Modification of the curriculum in vocational courses in order to meet the interests and needs of the gifted students within a given vocational area. In some cases it might be necessary to involve the gifted students in the development of their own programs.
2. After Goal Statement #1 (above) has been accomplished there needs to be a program which will establish a state-wide awareness among local and Minnesota State Department of Education educators, the public and the gifted students of the potentially life-satisfying occupations/careers available through higher education programs as well as vocational programs at the secondary and post-secondary levels.
3. In-service and pre-service training for guidance counselors, vocational educators and other professional personnel should be provided in order to assist them in:

a. identification of gifted and talented students

b. development of individualized and differentiated programs for the gifted and talented students in appropriate vocational programs

c. recognizing opportunities for the gifted and talented students in vocational education.

4. Information will be presented to school administrators and guidance counselors about the opportunities available for gifted students in secondary vocational centers; area vocational technical institutes; private trade schools; community-based programs such as Experience-Based Career Education Programs, Action Learning in Minnesota, Business Economic Education Foundation; other institutions of higher learning and other public and private agencies.

Objectives

1. Presentation of plan to the Elementary and Secondary Education Section of the Minnesota State Department of Education for recommendation.
2. Presentation of plan to the Pupil Personnel Section of the Minnesota Department of Education for recommendations.
3. Presentation of plan to the Division of Vocational Education of the Minnesota State Department of Education for recommendations.
4. Revision of plan according to above recommendations.
5. Submission of plan to Elementary and Secondary Education Section, the Pupil Personnel Section, and the Division of Vocational Education for approval.
6. Submission of plan to the Minnesota State Board of Education for approval.
7. Implementation of Goal #1 cooperatively with Division of Vocational Education, Elementary and Secondary Education Section and the Pupil Personnel Section.
8. Implementation of Goal #2.
9. Implementation of Goal #3.
10. Implementation of Goal #4.

MISSISSIPPI

POSITION STATEMENT

The purpose of education for the gifted and talented student (K-adult) is to equip the student with the attitudes and understanding, the vocational skills and abilities, and the knowledge which will enable the student to develop to the maximum potential. This is considered to be socially sound and economically practical.

By definition, the gifted and talented students are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are students who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contributions to self and society.

Consideration is being given by the vocational division of the State Department of Education to implement all vocational education programs beyond the secondary level on an open-entry, open-exit concept which will, of necessity, individualize all instructional programs enabling students to proceed at their own level of competency. The vocational counselor, in collaboration with all instructional personnel, shall be committed to the role of assisting gifted and talented students in identifying a program of study, in all aspects of personal developments, human relations and attitudinal skills in order to provide an easy transition into the world of work.

The State Department of Education is committed to the philosophy of providing programs for the gifted and talented students in accordance with existing legislation, guidelines, and State Board policy. Further, it is the position of the Mississippi Department of Education to actively promote, help develop, and assist in evaluation of programs for gifted and talented students at the K through adult levels.

NEEDS STATEMENT

Gifted and talented students and youth are a unique population, differing markedly from their age peers in abilities, talents, interests, and psychological maturity. The most versatile and complex of all human groups, they suffer the neglect that is typical of all groups with special educational needs. There is an enormous individual and social cost when talent among the state's students and youth goes undiscovered and undeveloped. These children cannot ordinarily excel without assistance. Special educational programs provided to gifted and talented students can and do produce significant and measurable outcomes.

Recent figures gathered by the Bureau for the Gifted and Talented of the United States Office of Education show that about three to five percent of school age youngsters can be characterized as "gifted." On the basis of the 1970-71 elementary and secondary school population, the United States has between 1.5 and 2.5 million gifted students.

According to the more conservative of these national percentage figures, there are approximately 16,000 to 36,500 gifted students in the state of Mississippi.

In 1974-75 nine school districts applied for approval through the Division of Instruction Education for programs for gifted and talented students. In addition there were 2 Title III ESEA programs conducted for the gifted and talented. On an A.D.A. basis, there were approximately 400 students participating--only one out of every 650 eligible children who could have benefited by special programs. This extreme discrepancy evidences an overwhelming need to assist school districts in providing for their gifted and talented students.

Objectives

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1. Review research on gifted and talented.
2. Assess needs.
3. Refine and synthesize individual state purposes for gifted and talented students in vocational education.
4. Establish the vocational education for gifted and talented goals in Mississippi.
5. Promote and coordinate the development of vocational programs for gifted and talented students in the Mississippi Public Schools
6. Develop a professional and community support base for this promotion of vocational programs for gifted and talented students.
7. Build a mechanism for evaluation of vocational program for gifted and talented students.
8. Provide in-service training for administrators, counselors, and instructors.
9. Establish a public relations program on the vocational education programs for gifted and talented students.
10. Establish criteria for identifying gifted and talented students for vocational programs.
11. Follow up on students in vocational education for gifted and talented programs.

James A. Reeves (Team Leader) Joe McDaniel J. Max Munn

MISSOURI

POSITION STATEMENT

The Missouri Department of Elementary and Secondary Education recognizes that children and youth in a democracy have a right to a program of educational experience which provides opportunities for development to the full limit of their capabilities.

The Missouri program for the gifted is established by enabling legislation which recognizes the obligation of school districts to provide education appropriate to the needs of special populations. Gifted and talented students include those of generally advanced intellectual development and also students with special talents.

Legislation enacted by the 77th General Assembly provides state supports for gifted and talented students to include one-half of the teacher's salary and one-half the cost of reasonable materials for support.

With the implementation of Title II of the Educational Amendments of 1976, the state will develop a five-year plan describing the delivery system of career and vocational education. The five-year plan should make provisions for an increased awareness of opportunities for the gifted and talented in selecting as well as preparing for careers through vocational training. Vocational training programs should provide career opportunities and training to include more of the gifted and talented.

GOAL STATEMENT

Missouri will increase the occupational and/or career alternatives for the gifted and talented students at the secondary and post-secondary levels by assisting them in selecting appropriate career choices and acquiring skill training compatible with their needs through vocational education programs by 1982.

Objectives	Time Line
1. Formulate an Advisory Committee to include vocational educators, state, local and gifted and talented personnel to develop or modify a plan for delivery of services.	May 15, 1977
2. Assess needs of potential gifted and talented students and identify vocational resources.	
3. Review status of gifted and talented education in Missouri.	

Objectives	Time Line
4. Establish awareness and recruiting programs in state.	

Nila Hibdon (Team Leader)
Miles Beachboard
Jean Habnel
Bruce Hlavacek
John Patterson

MONTANA

POSITION STATEMENT

Through the educational processes in the state of Montana, the opportunity will be provided for all students (elementary, secondary, post-secondary and adult) to reach their maximum potential.

1. Work on attitudinal changes of academic teachers, administrators and school board members.
2. Up-dating vocational information for those desiring current data.
3. Develop an awareness program to make the public aware of gifted and talented persons.
4. As part of #3--counsel gifted and talented students into vocational as well as academic and general education programs.
5. Develop an identification system to discover gifted and talented.
6. For Montana--Develop individualized programs for gifted and talented students that are within the framework of existing vocational education programs or develop a cooperative system of utilizing vocational education programs on a regional basis.
7. Creativeness--For gifted and talented persons is a basic requirement for fulfillment as an individual (Maslow's Theory of Self-Actualization).
8. Make vocational-guidance counselors available to gifted and talented students as well as to all other students.
9. A student should be encouraged to visit counselors--even though they are doing O.K. with academic courses.
10. Coordinate gifted and talented programs within Montana schools with the areas of art, professional areas, general education and academic areas. This would prevent "one-subject" specialities from developing.
11. We need total community involvement and need to be able to send gifted and talented students out to these community resource people for training and involvement.
12. Encourage post-secondary institutions to develop "mini" workshops in vocational education areas for gifted and talented students.
13. Under awareness area--provide counselors with time during the school year to tour successful vocational education programs at secondary and post-secondary schools.
14. Attitude awareness of vocational education, vocational education people, and "knowing how to live."

Objectives

Who Is To Be Involved

All aspects of public and private schools in Montana.

What Is To Be Done

Develop a program of awareness of gifted and talented needs of students in vocational education.

Plans for assessment and identification of students will be discussed as well as means of carrying out assessment and identification.

Resource aspects of gifted and talented education will be discussed in the areas of:

1. staff selection and testing;
2. leadership;
3. funding;
4. time, facilities and equipment.

When Are Actions To Be Performed

Since Montana is a large and rural state, the actions will take place during the 1977-78 school year.

Why Are You Moving Toward This Goal

Research shows that a segment of students in vocational education are gifted and talented. At the present time, the schools of Montana are doing very little to provide for maximum educational opportunities for this group of students.

James A. Golden (Team Leader)
Carolyn Miller
Ken Siderius

NEBRASKA

POSITION STATEMENT

The Nebraska Department of Education will, through the combined efforts of the Division of Vocational Education and the Division of Instructional Services, provide technical assistance to local education agencies throughout the State in conceptualization, design, implementation, evaluation, and follow-up of strategies which will give gifted and talented students exposure and/or training in a variety of vocational programs.*

GOAL STATEMENT

Immediate Goal

Pending the funding of a proposal for inservice education (EPDA), a conference will be held for participant teams (2 persons) from 20 schools. A vocational teacher and a guidance counselor are the suggested team personnel.

Awareness of the benefits of vocational preparation for gifted and talented students will be the topic. Materials developed by the project for vocational education for the gifted and talented will be used to supplement the expertise of consultants knowledgeable in the area of vocational education for the gifted and talented.

Commitments to operationalize the vocational education for the gifted and talented concepts will be sought from participating schools.

Long Range Goals

The twenty project schools will serve as exemplary efforts in the attempt of the Nebraska Department of Education to encourage expansion of the vocational education for the gifted and talented concept statewide.

The State Department of Education Consultants in gifted education, guidance and counseling, and vocational education will provide the technical assistance to any or all schools expressing interest in developing the strategy for gifted and talented students.

Objectives

Selected teams (two persons) consisting of a vocational educator and a guidance counselor will be expected to develop a plan of action for implementing the inclusion of the gifted and talented students in local secondary vocational education programs.

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*Portion of a proposal for inservice funds.

Objectives

This will be accomplished through:

1. Gaining input from the speaker/consultants and curricular materials produced for the conference.
2. Implementing an awareness program based on the project title which utilizes the materials and information provided at the conference.
3. Introducing a plan for attracting, recruiting and enrolling gifted students into local vocational programs.
4. Dissemination of plan with other teams for sharing purposes. Discernment of the criteria for the classification of gifted/talented students and regulations for approval programs as per State Board Policy.

Richard Campbell (Team Leader)
Roger Hudson
Diane Dudley

NEVADA

POSITION STATEMENT

In keeping with the general philosophy of education in the State of Nevada--to provide equal educational opportunities for Nevadans (K-post secondary) as reflected in State Plans for Vocational Education, Career Education, Gifted and Talented, the elementary course of study; it will be the position in Nevada to provide increased emphasis upon opportunities for gifted and talented students in vocational and career education. In support of this general position, the following more specific recommendations are appropriate:

1. The annual vocational plan and the five year plan for vocational education will address the special needs of gifted and talented youngsters as areas of priority.
2. The definition of gifted and talented should be expanded in the state plan for exceptional pupil education to include factors other than academic achievement.
3. Criteria should be established for the identification of talented youngsters who are already involved in vocational education.
4. Guidance and counseling traning, planning, operations should provide leadership in bringing students, parents, teachers and the business community together to focus upon the vocational needs of the gifted and talented.
5. Nevada community colleges, which have a significant role in serving the needs of gifted and talented youngsters, should increase their efforts at improved articulations with Nevada Senior High Schools.
6. A staff development program should be established to prepare vocational teachers to more adequately meet the needs of gifted and talented youngsters who are in their programs and who may be recruited to their programs.
7. Vocational education for gifted and talented youngsters should provide opportunities in all occupations for which training is available, e.g., female students should be encouraged to consider what have been non-traditional occupational areas.

To respond to these recommendations, it is expected that necessary addenda will be made to the state plan for vocational education and the state plan for gifted and talented. These addenda to state plans will provide the necessary enabling policy changes in order that the following action plan may be implemented.

Objectives	Time Line
PLANNING:	
1. A planning group will be established.	June 1, 1977
2. The planning group will be representative of, but not limited to: vocational education, gifted education, business and industry, community college, parent advocacy group.	
3. The planning group will establish general guidelines and/or time frame for an awareness program.	
4. The planning group will draft modifications to the several state plans.	
GOAL SETTING:	
5. The general goal of the gifted and talented/vocational program shall be to create an increased awareness of vocational opportunities for gifted and talented students through a systematic informational program to school boards, professional educators, the general public and most importantly gifted and talented students and to more adequately meet the vocational needs of gifted and talented youngsters.	
6. The more specific objectives will be set by the planning group and will be responsive to the recommendations outlined in the position statement.	
PROGRAM COMPONENTS:	
7. The action plan in Nevada will include the following components. The specifics of these components will be refined by the planning groups. a. a model program in one district. b. establishment of a statewide informative system for the state of Nevada. c. a mini-conference modeled after the five regional conferences. d. a student feedback system. e. evaluation design. f. staff development.	

Anthony Calabro Thomas Ogg

NEW HAMPSHIRE

POSITION STATEMENT

In New Hampshire it is the responsibility of each school district to provide appropriate educational experiences, at public expense, for all students, age six through high school graduation or through age 21. Beyond that point such vocational training or retraining may be provided as is required to meet the needs of the areas and may be offered by either public or private support.

In addition to the development of communication, computational, and decision-making skills all students will participate in career awareness, orientation and exploration activities as part of their basic educational program. All students will be encouraged to participate in vocational programming appropriate to their individual capabilities and needs.

It will be the responsibility of the local school district through its administrative structure to organize its resources and assign responsibilities to assure that the individual needs of each student, handicapped and/or talented; gifted and/or disadvantaged, are provided the opportunity to develop to the maximum extent of their potential.

Each student possesses a unique individuality. It is the responsibility of the school to recognize these individual characteristics and develop individualized and differentiated programming to maximize the opportunity for each individual to realize their potential. Students who are capable of high performance in any of the following areas such as: general intellectual ability, specific academic aptitudes, creative and productive thinking, leadership ability, visual and performing arts, and psychomotor abilities will be provided opportunities appropriate to their capabilities.

Objectives

The state of New Hampshire responded to the conference on Vocational Preparation of Gifted and Talented Students in the following manner:

1. Secured support of vocational education for gifted and talented students.
2. Utilized training sessions in the state of Connecticut to provide in-service training for ten persons.
3. Conducted a conference on education of the gifted and talented students including a special section on vocational education.
4. Will continue to foster awareness of vocational education for the gifted and talented.

John E. Bean, Jr.

NEW JERSEY

POSITION STATEMENT

A purpose of career education is to provide students with experience with different career areas in order to help them make decisions concerning their future occupational choices. This is also a purpose of the high school guidance counselor, i.e., provide students with information so that the student can make career choices.

The gifted and talented students, like all students, need information upon which to make their career choices. However, by definition the gifted and talented are not typical students nor are their career information needs typical. Like the handicapped students, the gifted and talented have very special needs. Unlike the handicapped who suffer from a lack of ability and career choices, the gifted suffer from an abundance of ability and over choice. Over choice often leads to the wrong choice or no choice. Gifted and talented students need a variety of realistic, indepth experiences in various career clusters in order to make adequate career choices.

The typical secondary education offers its gifted and talented students an academic program, i.e., math, science, social studies, etc. While this type of program provides a student with necessary facts and information, the experience is all the same: reading, writing, speaking, listening. Based on this experience, gifted students have to make decisions concerning their future careers and the necessary higher education needed to become a doctor, engineer, nurse, teacher, administrator, etc. Very little of the high school experience has related to what one actually does when caring for people, managing a program, designing a concept, manufacturing a product, etc. Many of these experiences are available in a typical area (vocational-technical high school); however, few of the gifted and talented students interested in professional careers elect or are encouraged to attend vocational schools for several reasons:

a. First, vocational programs are not always designed for a student intending to go to a college or university for professional training.

b. Second, vocational schools offer a more step-by-step in-depth education in a specific trade area which is not compatible with the typical learning style of gifted and talented students. Their learning style often calls for a variety of experiences, not designed for mastery in a specific skill which the student then synthesizes into new concepts and understandings.

c. Third, there is a social stigma attached to attending a vocational school which gifted students and/or their family and friends reject.

GOAL STATEMENT

To propose the development of a pilot project in which gifted and talented students will be offered career experiences in a county vo-technical high school as part of their education in a high school within that county. It is hoped that gifted and talented students will have a greater degree of knowledge of the type of work of various career areas following their pre-professional internship and that they will use this knowledge as part of the justification for the career choice they make.

Objectives	Time Line
1. Contact county vocational schools to determine interest in project.	March 11, 1977
2. Select pilot county vo-technical school.	March 15, 1977
3. Contact other high schools in county to determine which will participate.	March 20, 1977
4. Meet with personnel from all interested districts to explain the project.	April 1, 1977
5. Develop definition and identification instruments/procedures for project students.	April 30, 1977
6. Design program prototype.	May 30, 1977
7. Begin identification of project students	May 1, 1977
8. Develop training program for teachers/ counselors/administrators involved in project.	June 15, 1977
9. Implement training.	June 20, 1977
10. Design evaluation instruments and procedures.	July 30, 1977
11. Implement project and evaluation as designed.	September 1, 1977
12. Write report on project results.	May 30, 1978
13. Present report to State Board of Education.	June 30, 1978
14. Obtain State Board of Education adoption of resolution on vocational/career education for gifted and talented.	July 30, 1978
15. Design dissemination materials procedures.	August 30, 1978
16. Arrange for training of LEA in other counties.	August 30, 1978

Objectives	Time Line
17. Implement dissemination design.	September 1, 1978
18. Implement training.	October 1, 1978

Thomas F. McNulty (Team Leader)
Theodore J. Gourley
Robert J. Swissler

NEW MEXICO

POSITION STATEMENT

The Legislature of the State of New Mexico recognized the need for appropriate education for all children of this state in Sec. 77-11-3, N.M.S.A. as passed in 1953, amended in 1972 and revised May 12, 1974:

> The State shall require school districts over a five year period to provide a special education sufficient to meet the needs of all exceptional children. . ."exceptional children" means the children whose abilities render regular services of the public school to be inconsistent with their educational needs.

The public schools of New Mexico are committed to the development and implementation of educational programs which recognize the individual needs and talents of all students. The free public education offered will assist the student to become a self-sufficient and productive member of his society.

Explicit in the position of New Mexico towards the education of the individual is the right of all children to an effective, free education based on an educational opportunity commensurate with individual need designed toward full realization of potential. Therefore professional educators must be cognizant of the total child and be aware of his/her needs.

Each of the 88 school districts in New Mexico is basically an autonomous unit which takes the responsibility of assessing the needs of its students and community. Based upon the assessed needs the school will structure a learning environment in which the student may explore all options and assess their worth based on his/her value system. Drawing upon state, and community resources at all levels, an educational program can be established to enable individuals to explore alternatives in life-satisfying occupations/careers.

Objectives	Time Line
Planning:	
1. Awareness shared with Guidance and Vocational Education Division.	Within One Month Of Conference End
2. Generate awareness among decision-makers at State Department level.	April 30, 1977
3. Assess needs for VE/GT programs for the State of New Mexico.	June 30, 1977
4. Alert administrative personnel, concerning VE/GT opportunities in the state.	December 30, 1977

Objectives	Time Line
5. Establish an awareness and recruiting program throughout New Mexico to include gifted and talented students in vocational education programs.	January 15, 1978
6. Alert gifted and talented students of the opportunities offered to them through enrollment in vocational education programs.	January 15, 1978
7. Reassess needs for vocational education of gifted and talented programs for the State of New Mexico.	May 1978
Strategies for Change:	
8. Establish goals for vocational education of gifted and talented as seen by three disciplines.	December 1978
9. Provide school districts with information regarding: -survey results -guides -national research review	
10. Provide training for teachers.	

Paige Galvin

NEW YORK

POSITION STATEMENT

New York State's position on the education of its total K-Adult population and the ultimate purpose of education is articulated in the document Goals for Elementary, Secondary and Continuing Educators in New York State.

This statement defines the purpose of education as the means by which an individual may use to his maximum fulfillment.

Goal statements reflect desirable conditions necessary for one to reach maximum fulfillment. Educational outcomes that are the particular responsibility of the school are listed with each goal.

Briefly, the ten goals are:

1. Mastery of basic skills
2. Sustain lifetime learning
3. Maintain mental, physical and emotional health
4. Understanding of human relations
5. Competence in the process of developing values
6. Knowledge of the humanities, social sciences, and natural sciences
7. Occupational competence necessary to secure employment comensurate with ability, aspiration and that is gratifying to the individual and to those served
8. Knowledge of our culture and capacity for creativity, recreation, and self-renewal
9. Effective citizenship, participate and contribute to government
10. Knowledge of the environment and the relationships between one's acts and the quality of the environment.

Position on Occupational Education

The position of the Regents policy concerning occupational education are:

1. that New York state develop a comprehensive system of occupational education serving all persons in need of occupational preparation through utilization of all available resources, public and private, which offer such preparation;

2. that a comprehensive occupational system makes available to every person a continuum of educational opportunities beginning in early childhood and extending beyond high school for as long as that person needs or desires such opportunities;

3. that career education in the elementary, middle, and early secondary years will provide all students with the basis for informed decisions regarding their occupational and educational plans for the immediate future;

4. that occupational education services for adults and out-of-school youth be expanded and improved through more orderly arrangements which eliminate wasteful competition and duplication of efforts;

5. that all occupational education programs be conducted within the framework of a State and regional planning process, coordinated by the State as part of its overall responsibility for education, and involving all levels of government and all agencies or groups which operate or are affected by occupational programs.

Position on Gifted and Talented

A measure of the greatness of an educational system is the extent to which it is able to provide a complete education for all of the individuals in its care. A universal system of education is ultimately tested at its margins.

In the educating of the gifted and talented, we must recognize that the only natural aristocracy among humans is grounded on talent and ability. And eventual membership of the gifted and talented in this natural aristocracy must be anticipated in their early years by according them the democracy of equal opportunity for growth and development commensurates with their capabilities and careers. But equal opportunity does not mean the same length or type of education. We must recognize that true equality consists in treating unequal talents unequally.

We must identify the gifted and talented early and nurture their fullest development and potential continuously and systematically. We must help them to prepare for responsible and productive roles in a democratic society. We must help them to be intellectually alive, creatively capable and independent life-long learners with an enlarged capacity to be concerned and compassionate human beings.

We must help them to prepare for satisfying and self-fulfilling vocations and careers which are commensurate with their capabilities, interests and spiritual concerns. We must provide them with the special guidance that they need in making their own choices and in developing their own plans for conducting their own lives.

We must do these things. We can afford to do no less; their self-fulfillment and achievement, and the progress of society depend upon our success in this endeavor.

We reaffirm our concern and commitment for meeting these needs and we call for collaborative action and public support. We invite all concerned citizens, educators and laymen alike, parents, public agencies and private groups to join in the effort to promote more equitable opportunities for the gifted and talented in New York State, in the Northeast, and in the Nation.

The New York State Education Department's position on the roles of its professional educators at all levels, particularly guidance counselors, to assist all pupils make decisions, clarify values, understand themselves, process information, and make personal life-career plans is outlined in the pages of the publication Career Guidance: Foundation for the Future.

The guidance program described recommends a K-12 developmental program that helped all pupils develop and acquire the skills, abilities, knowledge, and attitudes necessary to plan for and implement plans for their futures.

The guidance curriculum helps pupils develop skills in: gather and use data about opportunities and plans; understanding self and others; value clarification; problem-defining, problem-solving and decision-making; developing personal plans for the present and future, in and out of school.

Roles and responsibilities of school administrators, teachers, counselors, other members of the pupil source's team, aides, paraprofessional and clerical staff are outlined. The big concept is that the implementation of the guidance program requires a team approach.

The State Education Department has primary responsibility for leadership in a comprehensive educational system. State leadership is essential, not only because education is a state function, but because a unifying force is necessary to ensure that resources for education are utilized efficiently and effectively to provide for the needs of all people.

Widespread public understanding and support of career education and the particular role of occupational education in the career education process is required before the planning process can begin. All community groups must be involved, including business and industry, labor, government, teachers, parents, and students.

While the state has basic responsibility for the education of all children, major operational responsibility for providing education has been legally and appropriately delegated to local school districts. Local school districts should begin or continue their own planning, involving appropriate participation of all those affected by the plans. This is especially important because the concept of career education must be infused in the total education program for students at all levels if it is to fulfill the promise attributed to it.

Objectives

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1. Identify occupational education as an acceptable programming option for gifted and talented students.

Objectives

2. Increase number of gifted and talented students in occupational education.

3. Adapt or develop new approaches in occupational education to meet needs of gifted and talented students.

4. Stimulate and develop gifted and talentedness of present occupational education students and extend occupational education to gifted and talented not already in the program.

Doug Adamson (Team Leader)
John McCormick
Roger Ming
J. Paul Tonetti

NORTH CAROLINA

POSITION STATEMENT

> *"From the gifted children of today will be drawn the artists, musicians, writers, scientists, doctors, politicians, industrialists, educators, lawyers and craftsmen of tomorrow".*
>
> *-Unknown*

Gifted and talented students frequently have been guided towards college preparatory programs in lieu of occupational areas.

In order for gifted and talented students to have a more complete picture of expanding job opportunities in occupational education in which they could be successful, North Carolina should give serious consideration to the implementation of a state-wide dissemination system to include the gifted and talented population in a program that covers the world of work, intellect and leisure. Adaptation of a state-wide program would make occupational education programs more easily accessible to the gifted and talented student.

North Carolina has supported efforts toward providing full, free, and appropriate educational opportunities for all of its children as indicated by the adoption of the Equal Educational Opportunity Act which includes a definition and programming for the gifted as well as other exceptional children; the New Pioneers' Program - Title IX's anti-sex discrimination act; the Comprehensive Employment and Training Act which may include job skill training for the out-of-school youth, and the career education concept--grades 7-12 which emphasizes the importance of basic education to occupational goals and preparation for adult life.

Counselors in the secondary and post-secondary schools within the state are charged with the responsibility of providing competent guidance and counseling services in the following areas: self-actualization, decision-making, career goals and objectives, and up-to-date materials and information as it affects each student's social, educational, and personal life.

In order to appropriately staff the State's program of guidance and counseling for the gifted and talented students, North Carolina should assess the competencies of the present total guidance and pupil personnel staff to ascertain the discrepancies occuring between the competencies presently held and those needed. In-service programs and the up-dating of needed competencies to satisfy the diverse needs and interests of gifted and talented students should be given serious consideration. Also, administering to the needs of the gifted and talented youth requires close coordination between gifted and talented personnel and the teachers who must develop and utilize the required teaching competencies. North Carolina should, through conferences and workshops: (a) identify the areas of common concern between identifying the gifted and talented and the teaching of gifted and talented, (b) provide adequate opportunity for model and procedures development, and (c) evaluate the results periodically.

Lastly, a plan of direction and unification should be instituted and appropriate policies adopted as soon as possible.

The above written statements reflect the thinking of the North Carolina delegation to this conference and full responsibility for the contents of this paper is taken by the delegation. The statements presented herein do not necessarily represent the thinking or position of the State Board of Education, nor the State Department of Public Instruction.

Objectives	Time Line
1. Submit to the directors of Occupational Education Exceptional Children; Pupil Services.	March 23, 1977
2. Review status of: gifted and talented, occupational education, guidance and counseling in the state.	April 16, 1977
3. Assist the administration in establishing a delivery system for acceptance by the State Board.	FY 1977
4. Appoint a task force composed of representatives from the disciplines needed to accomplish objectives, e.g., pupil personnel services, occupational education, administration, general education, administration, etc.	FY 1977 (Fall)
5. Provide orientation and pre-service sessions for appropriate staff to develop competencies needed to conduct at least one workshop in each of the eight educational districts for: counselors, occupational education teachers, librarians, administrators, general education teachers.	FY 1977 (Fall)
6. Conduct statewide workshops for identified school personnel to bring about an awareness, and compose faculty task force to: a. organize a program of in-service to develop needed competencies. b. develop strategies for educating the community, e.g., P.T.A.'s, social and civic groups.	FY 1977 (Fall)
7. Work with local units to address themselves to the importance of gifted and talented children having occupational education easily accessible to them.	FY 1977 (Spring)

Juanita Taylor (Team Leader)
Jay Angel
Henry L. Johnson
Juanita Query

NORTH DAKOTA

POSITION STATEMENT

The legislative assembly shall make provisions for the establishment and maintenance of a system of public schools which shall be open to all children of the state of North Dakota and free from sectarian control. In all schools, instruction shall be given as far as practicable in those branches of knowledge that tend to impress upon the mind the vital importance of truthfulness, temperance, purity, public spirit, and the respect for honest labor of every kind.

North Dakotans support the concept that career education is the infusion into all educational curriculum and student counseling, of information and hands-on experiences pertinent to real life jobs and world of work experiences.

The main thrust of career education is to prepare all students for a successful life of work by improving the basis for occupational choice, by facilitating the acquisition of job skills, and most important, by enhancing educational achievement in all subject areas and at all levels. Career education recognizes the critical decision points in life when students must be prepared and equipped to decide whether to pursue a job or further education or some combination of the two.

The North Dakota century code defines a gifted and talented child as "one who has been identified by professional, qualified persons, who, by virtue of outstanding abilities is capable of high performance and who requires differentiated educational programs and services beyond those normally provided by the regular school program in order to realize his contribution to self and society."

It is the responsibility of educators to identify and develop the special gifts that each child may possess whether that child be talented in:

1. general intellectual ability
2. specific academic aptitude
3. leadership ability
4. psychomotor ability
5. visual and performing arts ability
6. creative or productive thinking ability

It is also the educator's responsibility to assure the development of the best in each child through a program of instruction that includes diagnosis and prescription in terms of needs and talents. Support of this concept, however, should not subtract from the primary responsibility for the general education of all children.

The administrators and/or counselors of a school must take the responsibility for providing each student with a comprehensive education leading toward self-realization and life satisfaction, through the pursuit of a life-satisfying career. Each vocational teacher has the responsibility for individualizing instruction within the classroom to meet the cognitive and affective needs of each student, and to provide him or her with the appropriate skills and relevant information.

GOAL STATEMENT

To develop a method of effectively serving gifted and talented students in vocational education programs.

Objectives	Time Line
1. Representation from the state team attending the gifted and talented conference in Denver will meet with the North Dakota Director for Gifted and Talented Programs.	April 1, 1977
2. The state gifted and talented team will be expanded to include additional resource personnel to form a North Dakota state task force for gifted and talented in vocational education.	May 1, 1977
3. Seek funding from local, state and/or federal sources to provide the activities necessary to adequately serve the gifted and talented in vocational education.	Ongoing
4. General assessment of vocational education programs in North Dakota to determine services provided gifted and talented students.	June 1, 1977
5. Task force conference to plan activities for developing guidelines to provide the necessary services to adequately serve the gifted and talented in vocational education.	Summer 1977
6. Disseminate information through North Dakota professional education publications.	Fall 1977
7. Materials and/or speakers will be provided at the following conferences to inform administrators, teachers and counselors of the need for serving gifted and talented in vocational education programs:	
North Dakota Administrator's Conference	January 1978

Objectives	Time Line
North Dakota Personnel and Guidance Association	February 1978
Council for Exceptional Children	February 1978
North Dakota Vocational Education Conference	August 1978
North Dakota Education Association Convention	October 1978
8. North Dakota colleges and universities will be contacted to provide state-wide in-service training, to vocational educators and other interested individuals, on gifted and talented in vocational education.	Fall 1978
9. Task force will evaluate ongoing activities to determine the feasibility of direction in programming.	June 1978 (Ongoing)
10. Determine model programs available in other states serving gifted and talented in vocational education.	Ongoing
11. Develop a model vocational program serving gifted and talented in a school in North Dakota.	School Year 1978-1979
12. Develop additional programs based on model experiences.	Following Year

Robert Lamp (Team Leader)
Wayne Boekes
Robert Hamblet
Thomas Skarp

OHIO

POSITION STATEMENT

A basic purpose of education is to perpetuate and to improve the culture in which it exists. In our democracy, the dignity and worth of the individual are of paramount importance. Each individual is expected to participate to the best of his or her ability. The mission of education in our country and our state, therefore, is to provide for the fullest possible development of the talents and potentialities of our young people in order that they may participate effectively in the cultural, political, social, and economic life of our democracy. To accomplish this mission, an adequate program of education must be provided through our system of schools for all individuals regardless of race, creed, color, ability level, or the economic conditions of the area in which they live.

Responsibilities related to this need include:

1. Provision for funding at the federal, state and local levels.

2. Provision of services for students who require special assessment and placement including those with all exceptionalities, those who require alternative educational programs for specific career needs, and those who require acceleration, enrichment, or other appropriate programs commensurate with their individual needs.

3. No student shall be excluded from any program except as defined by limitations or constraints pursuant to federal or state law.

4. Encouragement to seek appropriate educational programs shall be given to all students by all persons in the educational system.

5. State Board of Education minimum standards shall be established for all programs and shall be managed by the State Board of Education through the Ohio Department of Education.

6. Implementation of programs at the local level shall be strongly encouraged by the State Board of Education.

Comprehensive planning for all students' total educational program shall be a shared responsibility of

-professional educators at all levels,
-boards of education,
-parent and other consumer advocate groups, and
-public and private agencies.

The preservice training of professional personnel for planning, implementing, and evaluating is important for the success of any program in education. Therefore, universities and special service training agencies will be informed of all new educational programs supported by the State Board of Education and asked to determine what part preservice training can have in meeting these educational needs.

For the many practicing educators, inservice training will be needed to understand the implementation techniques of new educational programs. Training institutions and the Ohio Department of Education should work together to insure that experienced teachers have the techniques needed to work with all new programs.

ASSUMPTIONS

1. Vocational Education is available to all students within State and Federal Guidelines and Laws.
2. Guidance and counseling is a supportive service for all students.
3. Programs for gifted and talented students are available in many local districts; state support is limited, but long-range plans and State Standards are being implemented in an orderly manner.
4. Vocational Education Planning Districts have been implemeneted throughout the State for orderly administration.
5. Coordinators of Programs for the Gifted and Talented have been employed on multi-district bases paralleling the VEPD.

GOAL STATEMENT

The State Consultant for Gifted and Talented will explore and coordinate program through existing and planned mechanisms, as follows:

Objectives

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1. Interface program with Vocational PRIDE Program.
2. Coordinate participation in vocational guidance summer seminars as one component.
3. Explore relationship of program for gifted and talented with all divisions within the Department of Education.
4. Explore need for program expansion in local districts and insure that all appropriate support services are available.
5. Explore interfacing with currently operating vocational thrust on student services and resources, the final phase, Vocational Education State Plan.

Objectives

6. Involve gifted and talented program as a component in vocational education guidance thrust in the existing program for business-industry education cooperation.

Irene G. Bandy (Team Leader)
George Fichter
George Kosbab

OKLAHOMA

POSITION STATEMENT

The position of the State of Oklahoma related to the Gifted and Talented individuals is that these identified persons should be provided the opportunity to develop their individual talents from pre-school throughout adulthood.

We believe that these individuals should be identified at the earliest age possible and the process of motivation begun with a program developed for the uniqueness of each individual. The identification process should encompass parents, teachers, counselors, peers, other involved persons with the individual, and the gifted and talented individuals themselves.

We believe that the talented or gifted should be involved in the development of the program to be prescribed by the educational system. The program should include the elements required to provide a career for the individual and should contain the elements that are essential to maintain stability in society as well as the elements that lend to self satisfaction for the individual.

Objectives	Time Line
1. To provide for the coordination for Higher Education, the State Department of Education and the State Department of Vocational Education in developing programs for the gifted and talented persons of Oklahoma.	June 1, 1977
2. To provide inservice training of teachers, administrators, counselors and state administrative staff related to gifted and talented.	August 1977 (on going)
3. To provide for the inclusion of gifted and talented students in the State Plan for Vocational Students.	April 15, 1977

Charles O. Hopkins (Team Leader)
Norma Buswell
Mary H. Corry
Clyde Mathews
J. D. Wilhoit

OREGON

GOAL STATEMENT

All gifted and talented persons will have readily available opportunities to develop awareness of and exercise options in careers available through vocational education.

Objectives

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1. Recommend to state vocational education director that a vocational education education program for the gifted and talented task force be developed.
2. Form a task force on vocational education for the gifted and talented.
3. Assess vocational education for the gifted and talented activities in the state.
4. Conduct an awareness campaign.
5. Identify the needs of vocational education for the gifted and talented in Oregon.
6. Develop a state plan for vocational education of gifted and talented students.

Les Martin (Team Leader)
Daniel Grimes
Raymond A. McCue
Charles Nelson
Warren Rathbun

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PENNSYLVANIA

POSITION STATEMENT

Every person between the ages of six years through 21 years has the right to participate in a comprehensive program of education. The Commonwealth is obligated to provide a program which meets individual educational needs for this group.

Students who have need of and interest in a program of occupational (vocational) education will be provided that opportunity.

The right of "due process" is extended to all exceptional students, including students identified as gifted and talented. A program for the gifted and talented will be implemented in every school district and/or Intermediate Unit in the Commonwealth by October, 1977 for K-12 grades.

The preparation of an appropriate program for the gifted and talented requires both a management commitment and an administrative strategy which utilizes the existing educational structure and the community in accord with the wishes of the parent and student and further involves the appropriate educational staff in a coordinated individualized learning program.

All students will be provided the opportunity to participate in a vocational education program of their choice, at convenient times and locations throughout the Commonwealth.

PLANNING

Assessment of needs will include identification of gifted and talented students using multi criteria (may include Intelligence Quotient assessment, creative achievement, peer nominations, student inventories, parental recommendations, pre-school and elementary school records), of model programs in vocational education, and of three (3) geographical areas where pilot projects can be operated.

Local Educational Agencies and Intermediate Units have been directed to identify gifted and talented in the Commonwealth by January 1977; this process should reveal the number and location of such students throughout the Commonwealth.

The status of Vocational Education programs in the Commonwealth is contained in the Five Year Assessment, VEMIS, and annual reports of the State Advisory Committee for Vocational Education.

Assessment will be made of the quality and quantity of professional staff available to contribute to and operate programs for gifted and talented students in vocational education.

A needs assessment survey will be conducted in the three targeted pilot/model areas to determine professional and public awareness of the potential in vocational education for gifted and talented students.

Establish a mini-conference for key State Department of Education personnel to establish awareness, commitment to, and funding for three model projects.

Engage project CONNECT and PARC to initiate a program of public awareness of the model project effort.

Present the model Project effort at the Shippensburg Curriculum Conference and the statewide PVA conferences; and to the selected personnel in the Commonwealth Universities.

Inform gifted and talented students, especially in the three targeted areas, of opportunities for development in vocational education through Student Forums, PRISE and VEIN services.

GOAL STATEMENT

Develop a comprehensive educational thrust across the Commonwealth for involving the resources of vocational education in serving the educational needs of gifted and talented students by September 1981.

Objectives

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1. Implement a comprehensive program of learning experiences for gifted and talented students involving vocational education by:
    - a. Obtaining a management commitment to support the program as a priority throughout the Commonwealth.
    - b. Selecting three model program areas and in servicing the program staff.
    - c. Initiating and evaluating program participants, staff and materials.
    - d. Disseminating program information for use in Commonwealth.
    - e. Emphasizing and encouraging implementation of similar learning experiences statewide.
    - f. Following and reporting progress.

Ferman B. Moody
John W. Brandt

Alma Evans
Jean Farr

Robert Klinger

RHODE ISLAND

POSITION STATEMENT

The Rhode Island Board of Regents for Education and the Rhode Island Department of Education recognize the rights of all children and youth to a program of educational experiences which provides opportunities for development to the full limit of their capabilities. The Board endorses the belief that education is a life-long process which should be mindful of resources, relevant to career preparation, sensitive to individual needs and equitable to all groups regardless of age, ethnic heritage, socioeconomic conditions, or gender.

The Board recognizes that gifted and talented students are those whose abilities, potentiality and educational needs require programs and services which are differentiated beyond those normally provided by the regular school program in order to realize their contribution to self and society. The Board accepts the letter and intent of Title 16, Chapter 42, of the Public Laws of Rhode Island governing this special population and commits itself to the establishment of regulations which will delineate the roles and responsibilities of state and local education agencies relative to gifted and talented students.

As a life-long process, education should be responsive to the intellectual, career, and social needs of all Rhode Islanders: further, education should emphasize the development of educational alternatives and which provide information about and ready access to vocational training or retraining for the purpose of assisting gifted and talented youth and adults. Education should not be restricted or restrictive in its attempt to provide a differentiated program to gifted and talented; rather it should explore how business, community, and education can jointly and efficiently pool resources in guiding and promoting the personal and career growth of gifted and talented.

Objectives

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1. To review the status of the gifted and talented State Plan.
2. To explore how gifted and talented can be integrated into vocational education five-year plan.
3. To explore how vocational education can be integrated into gifted and talented State Plan and five-year State gifted and talented consortium grants.
4. To conduct awareness sessions concerning gifted and talented and vocational education with members of respective Bureaus in Department of Education.

Objectives

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5. To set up an appropriate task force under an appropriate Bureau within the Department.

6. Submit report to South Dakota.

Karen Carroll
Faith Danmoyer
Carolyn Hazard
Gloria G. Swan
Arthur Tartaglione, Jr.

SOUTH DAKOTA

POSITION STATEMENT

Traditionally, the gifted and talented student has been guided away from vocational-technical type training programs. The gifted and talented student, as well as other individuals, has the right to choose his/her occupation and be given the information to make a decision that is both intelligent and meaningful for the individual.

In order to assure that the gifted and talented student has the information available to make his/her decision, it is imperative that various education decision-makers are made aware of and support this position.

The gifted and talented share common needs with other youngsters, but they also have special needs. In particular, they should have the opportunities to:

1. acquire basic skills and explore ideas and issues earlier and in more depth than their agemates;
2. satisfy their unusually high desire for self-fulfillment;
3. find productive ways of expressing their unusually multiple talents and high capacity for versatility;
4. receive special guidance in making choices and plans appropriate to their different rates of personal growth and development;
5. be exposed to a wide variety of learning experiences in and out of the formal school setting.

In order to provide these opportunities, it is necessary that the parent, teacher, counselor, administrator, and others concerned with the education of the gifted and talented be aware of their special needs and abilities and make adjustments necessary to meet these needs.

GOAL STATEMENT

The State of South Dakota must develop educational programs that are commensurate with each child's abilities, talents, and potential. In order to achieve this goal, the following sub-goals are advanced:

Objectives

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1. To create a state-wide awareness of the special educational needs of gifted and talented students.

Objectives

2. Facilitate the development of local programs for the gifted and talented student so they might be developed to their fullest potential.
3. Collect all available information relating to gifted and talented in South Dakota.
4. Provide a base for developing resources (human and curricular) for the education of gifted and talented children.
5. Obtain the involvement, input, and support for the education of gifted and talented from a variety of agencies and individuals.

Wendall Tisher (Team Leader)
Robert Huckins
Richard Ziegler

TENNESSEE

POSITION STATEMENT

The Tennessee Department of Education recognizes its obligation to meet the needs of all children, youth and adults in its one-hundred forty six school districts and to assist in developing educational programs which provide maximum opportunities for all persons to fulfill their potential capabilities.

The Department of Education recognizes that many children, youth and adults have special needs which cannot be met in general educational programs, or regular vocational programs, but which can be provided through special programs and/or services. These special programs and/or services are needed by many types of exceptional children, youth and adults ranging from the severely handicapped to the highly gifted and talented.

It is the Department's position that these children, youth and adults are found in every school district regardless of age groups, ethnic groups, socio-economic conditions, and geographical environments. The gifted and talented know none of these barriers, and they possess the demonstrated and potential ability to become the future leaders of Tennessee and the nation as a whole.

The Department recognizes that the guidance counselor has a very important role in the assessment of gifted and talented students and in planning programs suited to their needs.

The guidance counselor should be an integral part of the team and should be involved in screening, placement, program planning and follow-up of gifted and talented students.

The Tennessee Department of Education has adopted an evaluation process which provides the vehicle to assist local school systems in providing appropriate educational opportunities for all students. It is a comprehensive program of pupil evaluation. (*A Plan for Implementing a Comprehensive Student Evaluation Plan, 1975*)

IDENTIFICATION OF GIFTED AND TALENTED (U.S.O.E. 1972)

Gifted and talented individuals are those identified by professionally qualified persons and who, by virtue of their outstanding abilities, are capable of high performance. These are persons who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

It is believed that the evaluation process described above will serve adequately to identify gifted and talented students.

It is the position of the Tennessee Department of Education that giving special attention to the gifted and talented student, in no way minimizes or de-emphasizes the primary objective of Vocational-Technical Education which is to prepare people to become useful and productive citizens in the nation's work force.

PLANNING

The State Team recognizes that, if vocational preparation of gifted and talented students is to receive the attention that it should have, certain procedures must be developed to put the program into operation.

GOAL STATEMENT

Encourage implementation, development, expansion and improvement of programs for vocational preparation of gifted and talented students in the public schools of Tennessee.

Objectives	Time Line
Planning:	
1. Review status of vocational programs for gifted and talented students.	May 1, 1977
2. Establish task force on vocational preparation of gifted and talented students at the state level.	May 1, 1977
3. Assess needs for programs for gifted and talented students.	June 1, 1977
4. Review available information on gifted and talented programs for vocational students.	June 1, 1977
Objectives:	
5. Have programs for gifted and talented vocational students included in State Plan for Vocational Technical Education.	June 1, 1977
6. Prepare guidelines for developing programs for gifted and talented students.	June 1, 1977 to June 30, 1977
7. Acquaint teachers, administrators, and others with the need for preparation of gifted and talented students in Vocational Technical Education	July 1, 1977 to July 31, 1977
8. Establish one model program in each of the three grand divisions of the state.	June 15, 1977 to August 15, 1977
9. Establish process of evaluating program.	August 1, 1977 to June 1, 1978

Objectives	Time Line
10. Dissemination of results of model programs.	June 1, 1978 to June 30, 1978
Programs:	
11. Identify State Task Force members.	May 1, 1977
12. Acquaint Task Force members with program for gifted and talented.	May 1, 1977
13. Secure funding for model programs.	May 1, 1977
14. Investigate alternatives which do not require extra funding.	July 1, 1977 to June 30, 1978
15. Implement three model programs, and any number of desired alternative programs.	
16. Prepare and submit all necessary reports.	April 1, 1977

Lloyd Kuykindall (Team Leader)
Sam McClanahan
Joel P. Walton

TEXAS

POSITION STATEMENT

The state's position on the education of its total K-Adult population and the ultimate purpose of education is to help each student to develop personal knowledge, skills and competence to maximum capacity and to learn behavior patterns which will make each a responsible member of society.

By 1980 career education will be totally integrated into the elementary and secondary curriculum as approved by State Board of Education, June, 1975. Programs in occupational education and technology prepare students for employment or for study in advanced or highly technical and skilled courses, and help school-aged persons and adults make informed vocational choices.

In 1975, the State Board called for school districts to provide for the orderly development of the capabilities of those students who exhibit superior academic achievement or ability, talent in any aesthetic area, mechanical ability, potential for leadership, and qualities of creativity. Such talented individuals come from all races, socioeconomic groups, geographic locales and environments, irrespective of gender.

Professional educators of all levels should ensure that the learning process take into consideration the personal goals of every student, and should be designed so that each could achieve the educational standards of the system and be encouraged to remain in school until ready for a post-high school career. This learning process should include:

1. Intellectual Discipline
2. Economic and Occupational Competence
3. Citizenship and Political Understanding and Competence
4. Physical and Environmental Health, Ecological Balance, and Safety
5. Appreciation of Culture, Language, and Lifestyle Diversities and Their Corresponding Aesthetic Values
6. Competence in Personal and Social Relations
7. Use of Leisure Time

The Texas Public School System holds the philosophy that local control is the best control. The people of Texas do not want their needs met by a state imposed system of education. The State legislature places the responsibility for public education in the hands of lay citizens serving as members of boards of trustees of independent or other school districts. The State Agency goals for public school education are guideposts to make sure that the public education system is directed toward the targets Texas citizens want met. Each citizen is responsible for input into the decision-making process for life/career/occupational education. According to House Bill 1126 (the current school finance plan) each child shall have access to an appropriate education.

Objectives

1. Create awareness among decision-makers of vocational education, special populations, guidance and counseling, that vocational education is a viable educational choice for gifted and talented students.
2. Provide in-service education which will assist vocational education teachers to identify the gifted and talented student and develop appropriate teaching strategies for these students.
3. Effect state-wide awareness among educators that vocational education is a viable system for the gifted and talented student.

Pat Lindley (Team Leader)
Raymond L. Holt
Nancy Tarlton

UTAH

POSITION STATEMENT

Two of our greatest needs today are for quality in our culture, and for strong leadership in the future. Neglect of the gifted and talented minority has been instrumental in creating these needs.

To overcome these deficits we must capitalize on the qualities of gifted and talented who display exceptional interest in exploring fundamental suppositions and issues, in creating new ideas and new uses for familiar and unusual materials, and in developing new and original interpretations of standard ideas. Gifted and talented people develop intellectual independence and integrity early in their lives and are more concerned than others of their age with abstract concepts and ethical problems. Making a contribution is often more important to them than special recognition.

If society capitalized on these qualities, it is highly probable that we could add to the quality of our culture and could elevate to leadership the kinds of people who are concerned with ethics and morality and sound progress.

There is a concern that many present learning experiences in Utah Schools are not individualized or child-centered and therefore are not adequately meeting the needs of gifted and talented students, who have abilities and potential for accomplishment so outstanding that they require a variety of special provisions to meet their educational needs. Such talents and gifts are found in all races, socio-economic groups, and geographic environments.

Because these people are future potential leaders, a democratic society should provide educational opportunities appropriate to each person's ability; therefore, the State Board of Education should be committed to the philosophy of providing challenging programs for all gifted and talented students in all areas in the public schools of Utah.

The educational philosophy of the team rests on the belief that youth with gifts and talents should become accustomed to their physical environment as well as to environments better designed for their potentialities. Part of the time they will be provided with the differentiated activities and knowledge to nourish their high-level talents and interests.

The accepted definition for gifted and talented in Utah reads:

> Children and youth capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination: any of the numerous intellectual abilities, special academic aptitudes, creative or productive thinking; leadership abilities; manipulative talents; talents in the visual and performing arts, and various psychomotor abilities.

The State of Utah has accepted eight goals for education. They are listed as Maturities which include: productive, emotional, aesthetic, environmental, social, ethical, intellectual, physical, and the Statewide Assessment is providing measurement of student performance and qualities in a variety of areas relevant to the identification of the gifted in the maturities. This emphasis provides measures beyond the classical academic domain. The assessment is based on the awareness of the great complexity of individuals, and the multiplicity of their talents as well as their non-intellectual resources. In typical knowledge-focused classrooms the characteristics needed to excel in high level career and vocational fields are not currently fostered. Consequently this wide spectrum of assessment procedures and related classroom activities is needed to measure and to develop individuals who function effectively.

On January 21, 1977, the Utah State Board of Education approved a new policy on high school graduation requirements and program of studies in secondary schools. These requirements call for an individual educational plan for each student during his or her membership in the school to be developed cooperatively by the student, designated school personnel, and parents. This plan must include a tentative career goal, be reviewed formally at least annually, and attention given to an area of concentration in a career cluster related to the student's career goals.

Gifted and talented students will be helped if these new requirements are implemented, particularly if the individual planning is made the responsibility of the parents, the student, and the student's teacher/advisor. Every teacher should be an advisor to a group of students who, preferably, would be a multi-aged group so that students could help other students both in a peer tutoring and counseling role. The teacher/advisor would be responsible for knowing each advisee personally and with resource help and consultation with school counselors be in the best position to identify gifted and talented students, help them plan an individualized program, and be their advocate with other members of the faculty and community.

At this time, we recognize that the youth of our nation are our greatest natural resource; therefore every gifted and talented child needs to be identified early in his or her educational experience. The students will be found in all culture and ethnic groups, all socioeconomic groups, and among the handicapped.

Once identified, educational opportunities must be provided for their special needs.

Research findings of Calvin W. Taylor, J. P. Guilford, and E. Paul Torrance show that students can be taught in such a way that their creative and other thinking abilities will be useful in acquiring additional skills, thus tapping a vast reservoir of potentials which the present system is not tapping. When these talents are recognized and developed, their application will help each student become a more complete productive individual.

To the degree that the preceding general statements are accepted, the state should then specifically include a commitment to provide programs for the career aspirations and life goals of gifted and talented students who opt for occupational career alternatives through vocational education; to establish state-wide awareness among educators, the public, and the students of potentially life satisying careers; and to provide training for guidance counselors and vocational teachers in the professional knowledge which will enable them to identify these students and see that they are directed to appropriate programs for this purpose.

Objectives	Time Line
1. The State Team will create an awareness of the needs of gifted and talented students in vocations to public, administrators, guidance personnel, vocational teachers and students.	June 30, 1977
2. The State Team will obtain commitments to provide programs for the unique interests, abilities, needs, career aspirations and life goals of gifted and talented students who opt for occupational/career alternatives through vocational education.	June 1977
3. Provision will be made to provide training for guidance counselors and vocational teachers to recognize gifted and talented students and to make special provisions for their needed specialized learning in vocations.	July 1978
4. Provisions will be made to present in a state administrators conference the progress completed by this model and the method by which the model will be carried on.	January 1979
5. Influence current on-going projects into the new mode, vocational education for the gifted and talented.	

Jewel Bindrop (Team Leader)
Keith Steck
Jed W. Wasden

VERMONT

POSITION STATEMENT

It is Vermont's position that all residents are entitled to twelve years of education designed to meet their needs. It encompasses cognitive, affective, and psychomotor development and allows for the student's preparation in the world of intellect, the world of work, and the world of leisure. The ultimate purpose is to foster the individual's development to the greatest extent possible.

The role of each professional educator in Vermont is to enable each student to have a comprehensive education and result in a satisfying life style.

It encourages career educators for all students and vocational educators for the majority of eleventh and twelfth grade students. The minimal education is the mastery of the basic competencies of reading, writing, mathematics listening, speaking and reasoning.

Vermont's position is that the gifted and talented students are those who have either potential or demonstrated abilities in one or more of the following areas: general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, ability in the visual and performing arts, or psychomotor ability. These students require programs and/or services beyond those normally provided by the regular school program in order to realize their potential contribution to self and society.

It is Vermont's position that linkages need to be developed and two way communication opened among students, educators, parents, community members, business, labor and industry to enable improved programs and services for gifted and talented students in Vermont.

Objectives

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1. Define gifted and talented in regard to vocational education.

2. Identify the talents and gifts that may be fostered in vocational education.

3. Identify the students with these talents and gifts (both enrolled in vocational education and not enrolled).

4. Identify the vocational education needs of these students and determine if they are currently being met.

Objectives

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5. List recommendations for further developments regarding gifted and talented students and vocational education.

Barbara M. Gutheil (Team Leader)
Robert Froh
Herbert Tilley

VIRGINIA

POSITION STATEMENT

The Standards of Quality and Objectives for Virginia's Public Schools, as adopted by the State legislature, mandates provisions for the education of regular students, Grades K-Adult; of handicapped students, Grades 2-21; and the adult population for adult basic, general adult and vocational adult education. Special emphasis is being given to the development of the basic learning skills, Grades K-12. Advanced occupational and technical education at the community college level is a primary concern of the Commonwealth.

The Standards of Quality require that school divisions provide a program of career preparation which includes career education, career guidance, and the development of marketable skills for high school graduates and early school leavers. The goal is to have all high school graduates prepared either to enter post-secondary education or employment. In addition to this provision, legislation passed by the General Assembly requires each school division to provide employment counseling and job placement for secondary students. The major responsibility for implementing this legislation has been assigned to the State Guidance Service. Guidelines for the implementation have been published and distributed to school divisions. In it, the roles of all professional educators are defined.

The Standards of Quality further mandate provisions for the gifted and talented. The Standards state that "each school division shall provide differentiated instruction to increase educational challenges and to enrich the experiences and opportunities available to gifted and talented students." These refer to both academic and vocational students. The Commonwealth operates a summer program, The Governor's School for the Gifted, and assists with limited funds program efforts of school divisions. The Governor's School is headed by an associate director in the Department of Education. Also, through the office of Federal Programs, Department of Education, funds are allocated to pilot programs for the gifted and talented under Section 4C of the Elementary-Secondary Education Act. The Supervisor of Federal Programs, Special Programs and Grants, works cooperatively with the Associate Director of The Governor's School in approving these pilot programs.

In Virginia, all professional educators are responsible for assisting students in achieving the goals as set forth in the Standards of Quality. A specific responsibility of guidance counselors is to provide a comprehensive program which includes a model for providing career guidance services with the responsibilities of counselors and vocational educators clearly defined. The major role of the vocational educator is to provide programs and services related to occupational preparation. The responsibilities of the guidance counselor and the vocational educator are to ensure that services and programs, appropriately adapted and differentiated, are made available to gifted and talented students.

MISSION STATEMENT

The mission of the State Board of Education of Vocational Education is, through joint effort with local school divisions and other agencies and institutions, to ensure that the vocational education needs of all youth and adults are met.

GOALS STATEMENT

Consistent with their abilities, interests, and educational needs:

1. Youths and adults will acquire the skills and knowledge needed for employment or self-employment in occupations of their choices and for which there are employment opportunities.
2. Youths and adults will acquire the competencies needed as consumers of goods and services, for home and family living, and for personal use.
3. Youths and adults will be aware of employment or self-employment opportunities and requirements for use in making career choices and in determining their educational program.
4. Youths and adults will exhibit pride in work well done; confidence in ability to perform in the world of work; and develop leadership abilities, responsible citizenship, and a realistic self-image in relation to work in their chosen vocation.
5. Youths and adults will benefit from program improved and updated through planning, evaluation, curriculum management and development, personnel preparation and development, research, use of community resources and other ancillary activities.
6. Youths and adults will benefit through the cooperative efforts of the Department of Education, Council of Higher Education, Department of Community Colleges, Governor's Manpower Services Council, Rehabilitative School Authority, Virginia Employment Commission, and other agencies, institutions and organizations concerned with vocational education, from a coordinated vocational education system, which fully utilizes all resources--public, private and proprietary.

Objectives	Time Line
1. Criteria for identifying gifted and talented students for vocational education and their special needs will be disseminated to school divisions.	September 1979

Objectives	Time Line
2. Each vocational service will have a guide of instructional options in occupational preparation programs for the gifted and talented including such options as use of V-TECS and IDECCS catalogs in regular classes; internships, independent study; use of special services, materials and resources; vocational student organizations; and accelerated programs; and the guide will be distributed to all school divisions.	June 30, 1982

Marguerite Crumley (Team Leader)
Beatrice Gustafson
John R. Cook

WASHINGTON

POSITION STATEMENT

One of the major goals of education in Washington State is to insure that all students are ready for their next career step.

Career education, vocational education and career guidance and counseling are major vehicles by which students prepare for their next career step.

All students have the right to know about and take advantage of all types of educational delivery systems that will best facilitate their career development.

All educators have a responsibility to insure that all students are ready for their next career step. The major role of the vocational teacher is to provide salable skill training and vocational guidance. The role of guidance personnel is to manage career development programs, services and activities to provide individual and group career counseling.

Objectives	Time Line
1. Prepare statement regarding the state's responsibility in providing for the career development of gifted and talented persons.	April 30, 1977
2. Identify key decision-makers in the office of the superintendent, the office of the state board for community college education and the commission for vocational education who have the authority to establish a state task force.	
3. Identification of state task force members.	April 15, 1977
4. Inform state task force members of mission and intent of vocational education/gifted and talented conference.	April 20, 1977
5. Develop a plan of action for 77-78 school year.	June 30, 1977
6. Implement plan of action.	August 30, 1977

Ron Berg

WEST VIRGINIA

POSITION STATEMENT

West Virginia recognizes:

1. The existence of educational goals for West Virginia, vocational education's state plan, and the education of gifted falls within these goals.
2. That vocational education needs to address the needs for all groups, slow, average, gifted and talented through appropriate programs or through modification of existing programs.
3. That vocational programs may serve as the first rung of a gifted and talented student career ladder.
4. Counselors need to be knowledgeable of opportunities for gifted and talented through vocational education.
5. Gifted and talented students need to be aware of vocational education programs and opportunities through vocational education.
6. The need to identify different talented areas that gifted students have and the inherent need of incorporating these into vocational education curriculum and career guidance programs.
7. That students need to be cognizant: of the diversity of career clusters and occupational levels within these clusters; of the opportunity to apply abstract learning to problem solving; of the need for divergent learning experiences instead of convergent experiences which limit overall breadth of choice.

GOAL STATEMENT

To establish a model program for gifted and talented students in one vocational education center for twenty students. To create an awareness of opportunities for gifted and talented students in vocational education programs among counselors, school administration, vocational education director, etc.

Objectives

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1. To identify potential students.
2. To devise selection criteria and instruments.
3. To develop gifted and talented programs in vocational education areas.

Objectives

4. To familiarize in-service instructors and others regarding roles, gifted and talented students, and the project.

5. To implement program.

6. To evaluate and modify program.

7. To transport program and findings through a five-year plan.

8. To create an awareness of opportunities for gifted and talented students in vocational education programs among counselors, school administrators, vocational education, etc.

Planning:

9. Appoint a task force to determine strategies for developing a gifted and talented demonstration project in vocational education (Boone County).

Reporting:

10. Prepare and submit plan developed at conference.

11. Program--submit to project director.

Joseph G. Freund (Team Leader)
William Mullett
Michael M. Murphy

WISCONSIN

POSITION STATEMENT

Preliminary Position Statement--Learning is a life-long process in which each individual should be provided equal quality educational opportunities, so he/she may realize his/her fullest potential.

With respect to the vocational education of gifted and talented it is implicit in this position statement that there shall be cooperative and coordinated planning and development of appropriate learning delivery systems and/or learning interventions among educators involved in vocational education, gifted and talented education and guidance and counseling services.

GOAL STATEMENT

Using national, state philosophies and goals, set forth regional goals for vocational preparation of gifted and talented, under the leadership activities of guidance and counseling personnel.

Objectives

Planning:

1. Needs Assessment

2. Define gifted and talented, guidance and counseling, vocational education and interrelationships in consideration of program development.

3 Identify regional program efforts.

Objectives

4. For each goal statement (program goal) set forth specific objectives leading toward goal attainment.

5. Build evaluation design related to program objectives.

Program:

6. It was felt that before program implementation there needs to be developed a communication model through which the level of awareness could be raised for appropriate publics to

Objectives

assure their commitment to program philosophy, goals and objectives.

7. Additionally, a coordinating leadership team would need to encourage cooperation among each of the participating groups.
8. There would need to be a state-level commitment to ongoing evaluation of all program components, with a similar commitment to a research component at the state level. This would provide the necessary clearinghouse effort to accommodate implementation of new programs and modification of established programs.
9. Staff development for all involved.

Thomas F. Diener
Kathleen Paris
Donald Severson
Preston Smeltzer

WYOMING

POSITION STATEMENT

The goal of education is the development of cognitive, affective and psychomotor skills to a level which allows the individual to function as an independent, self-supporting and contributing member of the social order. The level of achievement in each area will directly affect the self-realization and life satisfaction experience by each individual--that status which is generally referred to as "success" or "happiness."

Vocation in our society provides individual identity, economic sustenance, and one's position in the social order. Public education should provide a student a foundation in the learning skills and awareness of the world in which he lives and it should prepare him for further educational experiences and the assumption of a productive life role. Vocational education provides development of a marketable skill.

Wyoming's definition of the exceptional child is stated in terms of the handicapped child. Evidence must be generated to show the need to include the gifted and talented child under the definition of the exceptional child, especially in view of the recurrent phrase about each child being entitled to and receiving a free and appropriate education in accord with his abilities.

Gifted and talented students are those whose intellectual, creative, social, and physical talents are so outstandingly high that they require special attention for optimum development.

The State Department of Education will serve in an advisory capacity providing leadership, information, and other assistance when requested. However, the particular direction of the program will be dictated by the needs and desires of the local education agency and will not be prescribed by the state.

Objectives

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1. To generate awareness as to vocational education needs of the gifted and talented.

2. To encourage LEA's to:

    a. Review status of gifted and talented, vocational education and guidance and counseling in their districts.

    b. Identify gifted and talented students.

    c. Assess needs for programs for gifted and talented students.

Objectives

d. Utilize the State Agency as an advisor that can provide leadership and assistance.

Kathy Erickson
Jim Anderson

PUERTO RICO AND THE VIRGIN ISLANDS

Puerto Rico and the Virgin Islands are working directly with the Assistant Regional Commissioner for Region II, Dr. Charles O'Connor, in the continuous development of their vocational educational program.

Because of the uniqueness of the island settings and the diversity of the population, it is essential that all students, especially those with outstanding potential, be given individualized and differentiated instruction. Identification of the gifted will be conducted in the skill development process.

VIRGIN ISLANDS

In the Virgin Islands an effort to target high caliber programs in the area of recreational/tourist trades and agriculture will be made. These areas are seen as the employment market for those who complete their training.

PUERTO RICO

Puerto Rico has experienced several major staff reorganizations which have intervened in the development of specific plans. An attempt will be made to provide staff training and to establish an exemplary program in one of the island's vocational education centers. The development of such a program will attract high-ability students to the center. No definite time lines have been established.

Mr. Wilburn Smith - Virgin Islands
Mr. Raphael Ortise - Puerto Rico

GUAM

PLAN OF ACTION

Before May 1, 1977 we will do the following:

1. Return to Guam and present the "package" to:
    - a. State Advisory Council for Vocational Education
    - b. Board of Education
    - c. A.V.A. membership
    - d. Parent groups
    - e. Guidance counselors
    - f. G.F.T.
    - g. Members of the 14th Guam Legislature
    - h. Teachers of gifted and talented
2. Design an "Action Plan" for identification of gifted and talented students.
3. Design a workable program plan for those so-identified in the area of vocational education.
4. Need to access secondary schools on Guam for "hidden" vocational education programs and/or curriculum.
5. Appoint a Task Force for an awareness campaign, island-wide. This could be the Advisory Council for Vocational and Adult Education.

Victoria T. Harper (Team Leader)
John L. Cruse, Sr.
Ronald B. Stewart

APPENDIX C

Conference Information

WHAT?

CONFERENCES ON THE VOCATIONAL PREPARATION OF GIFTED AND TALENTED STUDENTS IN SECONDARY AND POST SECONDARY EDUCATION

WHEN AND WHERE?

JANUARY 10, 11, 12 – LOGAN HILTON IN BOSTON
JANUARY 31, FEBRUARY 1, 2 – CONRAD HILTON IN CHICAGO
FEBRUARY 23, 24, 25 – ATLANTA AMERICAN IN ATLANTA
MARCH 7, 8, 9 – DENVER HILTON IN DENVER
MARCH 28, 29, 30 – TOWNE HOUSE IN SAN FRANCISCO

WHY?

Your conference is one of five Bi-regional conferences which will be held across the nation to familiarize educators with the opportunities within secondary and post secondary vocational programs for gifted and talented students and to enable state teams to initiate plans of action to recruit and include gifted and talented students in vocational programs. Gifted and talented students frequently have been directed by counselors and vocational educators into college preparatory programs rather than into programs which offer training in vocational areas in line with their long range interests and abilities. There are many exciting and potentially satisfying career opportunities available through vocational education which will attract and utilize the outstanding abilities of the gifted/talented students. If these students can be made aware of these educational alternatives, they may chose career ladders in the fifteen occupational clusters which offer opportunities for potentially satisfying jobs and life work in line with their unique gift or talents. Educators, particularly vocational educators and guidance/counseling personnel, need to be made aware of the opportunities in vocational programs and the recommendations for working with gifted youth in their career planning.

WHAT WILL HAPPEN AT THE CONFERENCE

By utilizing specially prepared awareness materials - - a slide/tape presentation and resource guides - - the recent developments and concerns in vocational education, career education, guidance and counseling and gifted education will be synthesized for the participants. Resource persons, consultants and leadership trainers will interact with five-person teams from each state within the USOE Regions. Through input and sharing each State will develop a plan of action for including the gifted and talented students in local and area vocational programs within their respective states.

WHO WILL BE ON THE STATE TEAMS?

In order to accomplish the task of synthesizing vocational education, guidance/counseling and gifted/talented education, each state has been asked to send a balanced team of persons with expertise among these professional areas. These decision-making leaders will interact with each other as a team, with other teams from the two regions at their conference and the numerous consultants in attendance.

HOW DID THIS ALL COME ABOUT?

This Vocational Education project has been initiated by the Bureau of Occupational and Adult Education, U.S. Office of Education under Part I of the Vocational Education Amendments of 1968 in an attempt to respond to the demands of Industry, Business and Labor for a higher caliber of skilled workers. The School of Education at the University of South Dakota was awarded the contract and accepted the challenge to prepare the curricular materials and bring together the educational decision-makers who will make it happen. Now it is up to you and the other participants.

THE COMMITMENT

Each state is asked to make a commitment to do something for its gifted and talented youth through this vocational education project. Much has been said about what needs to be done. Now is the time to act. Any commitment is fruitless unless it is accompanied by action. Decision-makers who are willing to act can make a positive contribution toward the utilization of one of America's most valuable natural resources - - its gifted and talented youth.

Dr. Bruce G. Milne
Project Director
School of Education
University of South Dakota
Vermillion, South Dakota 57069
(605) 677-5451

CONFERENCE
ON THE VOCATIONAL PREPARATION
OF GIFTED AND TALENTED STUDENTS

PRE-REGISTRATION FORM

SOCIAL SECURITY NUMBER ______________________

NAME ______________________________________

HOME ADDRESS ____

CITY ____________________________ STATE ___________ ZIP ______________

TELEPHONE NO. ________________________________

ARRIVAL DATE ______________________ @ TIME ________________________

DEPARTURE DATE ____________________ @ TIME ________________________

Please check appropriate entry:

PLACE OF LODGING: ___ CONFERENCE HOTEL ___ OTHER ___

MEANS OF TRANSPORTATION: AUTO _____ PLANE _____ OTHER ___

EXPENSES PAID BY: CONFERENCE _____ STATE _____

If you have guests that will be attending noon luncheons, please indicate day and number:

	1st day	2nd day	3rd day
LUNCHEON:	________	________	________

(Non-conference participants or guests will be charged the cost of the luncheon)

PLEASE RETURN THIS PRE-REGISTRATION FORM BY ______________________ TO:

Dr. Bruce G. Milne
Project Director
School of Education
University of South Dakota
Vermillion, South Dakota 57069
(605) 677-5451

CONFERENCE INFORMATION

DATES: JANUARY 31, FEBRUARY 1, 2, 1977

CONFERENCE SITE: CONRAD HILTON
720 SOUTH MICHIGAN AVENUE
CHICAGO, ILLINOIS, 60605
(312) 922-4400

RESERVATION: Complete the enclosed reservation card and return it to the Conrad Hilton prior to December 20, 1976.

REGISTRATION: Registration will be held on Sunday Evening, January 30, 1977 from 8:00-10:00 p.m. and on Monday morning prior to 8:30 a.m. in the foyer of the Lower Summit in the hotel.

MEALS: The three funded participants for each state team, consultants and speakers will be reimbursed $2.50 for breakfast and $6.50 for dinner. The luncheons are a substantive part of the conference and the costs are covered by the conference funding for all participants. Non-conference participants or guest will be charged the cost of the luncheon.

LODGING: The three funded participants, consultants and speakers will be reimbursed for the actual cost of their lodging up to the conference single rate including tax.

TRANSPORTATION: Limousine and bus service is available from the airport to the Conrad Hilton Hotel.

ADDITIONAL INFORMATION: CONTACT
Dr. Bruce G. Milne
Project Director
School of Education
University of South Dakota
Vermillion, South Dakota 57069
(605) 677-5451

CONFERENCE INFORMATION

DATES:	February 23, 24, 25, 1977
CONFERENCE SITE:	ATLANTA AMERICAN MOTOR HOTEL Spring Street at Carnegie Way Atlanta, Georgia 30303 (404) 688-8600
RESERVATION:	Complete the enclosed reservation card and return it to the Atlanta American prior to January 15, 1977.
REGISTRATION:	Registration will be held on Tuesday evening, February 22, 1977 from 8:00-10:00 p.m. and on Monday morning prior to 8:30 a.m. in the mezzanine area of the hotel.
MEALS:	The three funded participants for each state team, consultants and speakers will be reimbursed $2.50 for breakfast and $6.50 for dinner. The luncheons are a substantive part of the conference and the costs are covered by the conference funding for all participants. Non-conference participants or guests will be charged the cost of the luncheon.
LODGING:	The three funded participants, consultants and speakers will be reimbursed for the actual cost of their lodging up to the conference single rate including tax.
TRANSPORTATION:	Limousine service is available from the airport to the American Atlanta Hotel.
ADDITIONAL INFORMATION:	CONTACT Dr. Bruce G. Milne Project Director School of Education University of South Dakota Vermillion, South Dakota 57069 (605) 677-5451

CONFERENCE INFORMATION

DATES: March 7, 8, 9, 1977

CONFERENCE SITE: DENVER HILTON
1550 Court Place
Denver, Colorado 80202
(303) 893-3333

RESERVATION: Complete the enclosed reservation card and return it to the Denver Hilton prior to January 15, 1977.

REGISTRATION: Registration will be held on Sunday Evening, March 6, 1977 from 8:00-10:00 p.m. and on Monday morning prior to 8:30 a.m. in the mezzanine-lobby area of the hotel.

MEALS: The three funded participants for each state team, consultants and speakers will be reimbursed $2.50 for breakfast and $6.50 for dinner. The luncheons are a substantive part of the conference and the costs are covered by the conference funding for all participants. Non-conference participants or guests will be charged the cost of the luncheon.

LODGING: The three funded participants, consultants and speakers will be reimbursed for the actual cost of their lodging up to the conference single rate including tax.

TRANSPORTATION: Limousine and bus service is available from the airport to the Denver Hilton Hotel.

ADDITIONAL INFORMATION: CONTACT
Dr. Bruce G. Milne
Project Director
School of Education
University of South Dakota
Vermillion, South Dakota 57069
(605) 677-5451

CONFERENCE INFORMATION

DATES: March 28, 29, 30, 1977

CONFERENCE SITE: TOWNE HOUSE HOTEL
Market at Eighth
San Francisco, Ca. 94103
(415) 863-7100

RESERVATION: Complete the enclosed reservation card and return it to be the Towne House prior to January 15, 1977.

REGISTRATION: Registration will be held on Sunday evening, March 27, 1977 from 8:00-10:00 p.m. and on Monday morning prior to 8:30 a.m. in the mezzanine area of the hotel.

MEALS: The three funded participants for each state team, consultants and speakers will be reimbursed $2.50 for breakfast and $6.50 for dinner. The luncheons are a substantive part of the conference and the costs are covered by the conference funding for all participants. Non-conference participants or guests will be charged the cost of the luncheon.

LODGING: The three funded participants, consultants and speakers will be reimbursed for the actual cost of their lodging up to the conference single rate including tax.

TRANSPORTATION: Bus service is available from the airport to the Airlines Terminal Building. Taxi service to the hotel is available there.

ADDITIONAL INFORMATION: CONTACT
Dr. Bruce G. Milne
Project Director
School of Education
University of South Dakota
Vermillion, South Dakota 57069
(605) 677-5451